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ABSTRACT

Fourteen papers on adult education are presented from the George Mason University (Virginia) first annual conference on nontraditional, interdisciplinary, and external degree programs. The papers and authors include: "The American Experiential Learning Tradition: Educating the Whole Person" (Walter Raubicheck); "Experience, Learning, and Identity: A Transitional, Interdisciplinary Course for Adults from Urban and Suburban Settings" (Sylvia Chelala, Murial Dance); "Independent Study for Adults in Non-Traditional Higher Education" (Miriam Meyers); "Human Studies: An Individualized, Interdisciplinary Major for Adults" (Douglas L. Robertson); "Philosophy and Performance" (John L. Mowrer); "Twenty Twenty Hindsight: Student Satisfaction with Interdisciplinary Studies Degrees" (Irwin B. Levinstein); "Ten Years of an Individualized Non-Traditional Program: George Mason University's Bachelor of Individualized Study" (James W. Fonseca); "A Non-Traditional Interdisciplinary Program for Traditional and Non-Traditional Students" (Daniel C. Pantaleo, Alfred Forsyth); "Outreach for Meeting Community Needs and Institutional Revitalization: A Practical Approach" (Samuel Lee Hancock); "Educating Managers to Meet Future Corporate Education Needs of North American Business" (George Korey); "An Innovative Approach to Career-Oriented Management Education (at Undergraduate and Graduate Levels)" (Yvonne Bogorya); "Neighborhood Programming: Responding to Needs" (Gerri Corbin); "College in Prison: A Non-traditional Prison College Degree Program" (D. Malcolm Leith); and "Non-Traditional Higher Education: An Outsider's View" (Walter Moretz). (LB)

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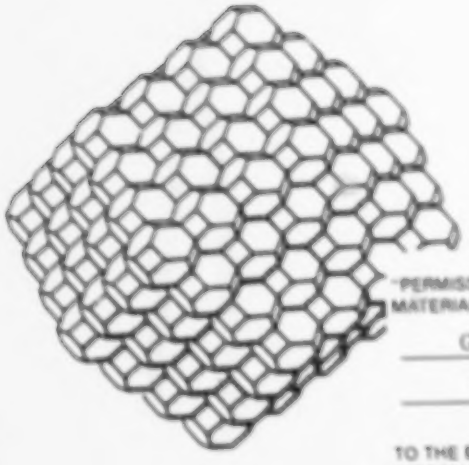

Edited by
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Selected Papers from the Conference on Non-Traditional Interdisciplinary Programs
held in Arlington, Virginia
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Sponsored by the Division of Continuing Education

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HIGHER EDUCATION FOR ADULTS:

NON-TRADITIONAL PATHS

Edited by
James W. Fonseca

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FOREWORD

This volume represents the research, practices, and experience of a number of educators whose expertise is in non-traditional education, one of the most exciting areas on the frontiers of higher education. George Mason University was privileged to serve as host at this first annual conference on non-traditional/interdisciplinary studies. The conference attendees whose papers are presented here made the conference a thought-provoking and dynamic educational experience.

Now that non-traditional, interdisciplinary, and external degree programs are generally accepted as a part of American higher education, we need to focus even more closely on how we can maintain and measure academic excellence in such programs. Many of these papers share the discoveries of those of us who must attempt to evaluate our programs.

As the non-traditional becomes more traditional in higher education, we need to look further out on the frontier to find new and better ways to serve students. Most jobs require skills from a number of disciplines, and this will certainly be the pattern in the future. Highly motivated adults are capable of determining what they need in their higher education. What is important is what a student has learned and not how or where he learned it. Increasingly, private businesses, companies, and civic groups are developing their own educational programs. In many ways, these programs reflect a lack of responsiveness from our institutions, but they also represent people sharing their special expertise in times and places where the need is apparent. Perhaps the phenomenon of private business offering the majority of post-secondary education in our age presents an opportunity to those of us in non-traditional education to forge new partnerships and new linkages. In a real sense, we at George Mason view this conference as part of our effort to contribute towards new partnerships in education.

This conference is the result of the idea and work of Ms. Sally Reithlingshoefer, Assistant Director, Division of Continuing Education, and Dr. James Fonseca, Director of Individualized Study Degree Programs, who together planned and directed every aspect through the completion of this volume. For all of us, I express my gratitude to them, and I look forward to seeing many of you again at the annual conference.

Robert T. Hawkes, Jr.

Robert T. Hawkes, Jr.
Dean, Division of Continuing Education

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INTRODUCTION

The fourteen papers in this volume were selected from presentations at George Mason University's First Annual Non-Traditional/Interdisciplinary Programs Conference held in Arlington, Virginia June 22-24, 1983. These papers provide a wide variety of perspectives on non-traditional and interdisciplinary programs. The non-traditional and interdisciplinary programs described here are based on a philosophy of learning that emphasizes interdisciplinary approaches, individualized study, and experiential learning. In addition to this shared educational philosophy, there are many similarities in the students we serve. Our students frequently are in metropolitan areas, they are predominantly females, often returning to college when they are in their thirties and forties after they have established families. They frequently return as part-time students. This description is applicable to about half of the programs described in this volume. Given these broad similarities in program philosophy and often, student bodies as well, it is remarkable how distinctly different many of our programs are. Even those persons with many years of experience in various non-traditional programs will be struck by the many permutations possible in adapting non-traditional programs to meet different needs.

Walter Raubicheck of Pace University begins the collection of papers by reminding us of our roots in educational philosophy -- Thoreau and Emerson are recalled as early proponents of experiential learning. Silvia Chelala and Murial Dance continue the theme of educational philosophy by quoting John Dewey and then proceed to discuss how the School of New Resources of the College of New Rochelle adapts its non-traditional program to two different student bodies at two different sites: the New Rochelle campus and the South Bronx campus.

Miriam Meyers, Metropolitan State University in Minneapolis, explains her university's system of faculty-designed, individualized study courses. These courses frequently account for twenty percent of the university's credit hours. Metropolitan University is distinctive in its large number of community faculty and in its origin as a non-traditional, upper-division university. This is followed by Douglas Robertson's description of Marylhurst's Human Studies Program, an individualized and interdisciplinary major for adults. It is a program structured around five colloquia: Human Studies Perspective, and Relations with Self, Relations with Others, Relations with Environment and Relations with the Transcendent. His setting is in a small college in metropolitan Portland, Oregon, which was recently converted from a Catholic women's college. John L. Mowrer changes the setting to a more rural region in Columbia, Missouri. He discusses the University of Missouri's successful adaptations to bring its B.S. in Agriculture to off-campus students.

Irwin Levenstein of Old Dominion University and James Fonseca of George Mason University, both in Virginia, return the discussion to more urban settings in Norfolk and Fairfax, respectively. Old Dominion's program in Interdisciplinary Studies is specifically designed as an interdisciplinary program and is a bit less experiential than others described in this volume. Levinstein provides us with valuable statistics demonstrating the utility of interdisciplinary degrees in meeting student needs. Fonseca summarized the structure and development of his university's Bachelor of Individualized Studies Degree Program -- an interdisciplinary and non-traditional program. The last four-year program in a United States university to be discussed is that at Bloomsburg University in Pennsylvania. Daniel Pantaleo and Alfred Forsyth outline methods of curriculum packaging which wed programs in a College of Arts and Sciences and a College of Extended Studies. The programs serve three purposes: a career concentration and advisement package as a supplement to programs for traditional students; a certificate component when the program is taken by non-traditional students, and a Bachelor of Arts in Applied General Studies, also for non-traditional students.

Sam Hancock introduces us to the outreach efforts of John Tyler Community College (in the Richmond, Virginia metropolitan area). He discusses his college's successful efforts to increase credit and non-credit offerings matched to local needs in its service area. In a similar fashion, Gerry Corbin of Georgia State University in Atlanta provides us with very specific guidelines to assist us in cooperative efforts to work with community leaders and community groups in meeting neighborhood educational needs.

Across our northern border (or, our neighbor's southern border), George Kory and Yvonne Bogorya of the Canadian School of Management/Northland Open University of Toronto summarize trends that are shaping the way we must train managers of the future. They outline a program in Management Futuristics to address changes such as the internationalization and computerization of business, the decentralization of decision-making and the increased importance of human resource management.

A program strikingly different from others discussed is described by Malcolm Leith, now with Southeastern University in Washington, D.C. and formerly with Washington International College. This was a non-traditional degree program which operated for inmates at Lorton Reformatory outside of Washington. More than eighty medium and minimum security inmates participated in the program over three and a half years before it was terminated for budgetary reasons.

In our summary paper, Walter Moretz, a professor of Psychology at George Mason University and a self-described newcomer to non-traditional education, reflects on his experiences at the Conference. He draws parallels between very ancient traditions in education and those he encountered at our Conference. Walter Moretz takes us back full-circle beyond Dewey, Thoreau and Emerson to our roots in "freewheeling and flexible" (but organized) universities of the Middle Ages.

James W. Fonseca

THE AMERICAN EXPERIENTIAL LEARNING TRADITION: EDUCATING THE WHOLE PERSON

Walter Raubicheck

Pace University
New York

In Walden, Henry David Thoreau makes a clear and cogent distinction between the traditional learner and the experiential learner:

> Which would have advanced the most at the end of a month--the boy who had made his own jackknife from the ore which he had dug and smelted, reading as much a would be necessary for this--or the boy who had attended the lectures on metallurgy at the Institute in the meanwhile, and had received a Rodgers penknife from his father? Which would be most likely to cut his fingers? . . . To my astonishment I was informed on leaving college that I had studied navigation!--why, if I had taken one turn down the harbor I should have known more about it.[1]

Thoreau's comments indicate that even Transcendental Idealism, when it flourishes in America, is interwoven with the pragmatic attitude. The traditional dualism between theory and practice has never been congenial to the American mind. Yet our educational system, particularly our higher educational system, has often ignored this native predilection and modeled itself on European examples.

My purpose here is to demonstrate that learning through experience as a native tradition finds its fullest expression in the philosophy of Pragmatism. The pragmatic notion of truth assumes that the truth is that which is verified by experience, and only that which is verified by experience. When we apply this maxim to higher education for the adult student, which is my main interest in this paper, we would then be using the adult student's prior experiences as the basis for the whole college curriculum, not only for credit assessment.

By identifying the connection between the pragmatic conception of truth and experiential learning, we will be defining a philosophical framework for the refinement of motivation and practice concerning higher education for adults. In 1982, the CAEL organization was studied by an External Evaluation Committee which noted CAEL's significant successes, but also proposed several changes of direction, among them further exploration of the varied roots and forms of experiential learning. David Kolb's recent work on the influence of Piaget, Lewin, and Dewey has been an important step in this new direction for CAEL. I intend this paper to be a contribution to this study of the tradition of experiential

learning. After highlighting the most important remarks of Ralph Waldo Emerson, William James and John Dewey on the relation of truth to experience, I will indicate how Pragmatism relates to the concept of educating the whole person, not just the student's cognitive abilities. Finally, I hope to be pragmatic myself, sketching some practical applications of Pragmatism to the higher education curriculum for the adult student.

In "The American Scholar," one of the great American essays on education, Emerson claims that the chief influences on the true scholar are nature, books, and experience. He begins the discussion of the latter influence in memorable fashion:

> There goes in the world a notion, that the scholar should be a recluse, a valetudinarian--as unfit for any handiwork or public labor, as a penknife for an axe. The so-called 'practical men' sneer at speculative men, as if, because they speculate or see, they could do nothing. . . .Action is with the scholar subordinate, but it is essential. Without it, he is not yet man. Without it, thought can never ripen into truth [my emphasis]. . . .Only so much do I know, as I have lived. Instantly we know whose words are loaded with life, and whose not. . . The true scholar grudges every opportunity of action past by, as a loss of power. A strange process, too, this, by which experience is converted into satin. The manufacture goes forward at all hours.[2]

Emerson's emphasis on "action" (experience) as a prerequisite for truth leads directly to the main thesis of the writing of William James, America's greatest psychologist and philosopher. Usually James's empiricism is seen as directly opposed to Emerson's idealism, but their thought actually coincides at many points, particularly in relation to truth and experience. James says that "The truth of an idea is not a stagnant property inherent in it. Truth happens to an idea. It becomes true, is made true by events."[3] The echoes of Emerson's "American Scholar" address are clear. But James expanded the notion of the identity of truth and experience into a comprehensive philosophy of life that obliterates the traditional philosophical dualisms between knower and object, mind and matter. For James, the interaction of mind and matter leads to truth.

Higher education has always been concerned with ideas. The idealist, or Platonist, assumes that these ideas are immutable, beyond nature. James disagrees: "Pragmatism, on the other hand, asks its usual question. 'Grant an idea or belief to be true,' it says, 'what concrete difference will its being true make in any one's actual life?'"[4] If we apply James's pragmatic question to the adult student's college education, then we will be drawing upon that student's wealth and variety of experiences throughout his/her studies at our institutions. Instead of merely assessing for credit the learning derived from these

experiences, we will view them as the very source of knowledge and truth which our formal educational system can aid the student to define for him/herself. Reflection upon life's experiences, seeing them in new contexts, from new perspectives, enriches their significance, their truth-value.

John Dewey, James's direct philosophical heir, claims that education should result in "the direct transformation of the quality of experience," that the true definition of education is "that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experiences."[5] Thus, to ignore the variety of the adult student's experiences is to violate Pragmatism's definition of education itself.

If the pragmatic view of truth is accepted, the whole person, not just one's cognitive abilities, will be developed by education. We react to experience with a full range of psychological functions, not just intellectually. Educational systems derived from Platonic idealism must consider reason to be all powerful, but not those pragmatically derived. Another of James's discoveries is helpful here, the idea that consciousness is a stream in which thoughts and feelings are intermingled. To isolate only thinking processes is to ignore how our minds react to our experiences. The recent findings of the left brain/right brain researchers support the notion that to develop only intellectual processes (left brain) is to slight one's intuitive, feeling capabilities (right brain). Carl Jung's system of psychological types defines Thinking, Feeling, Intuition, and Sensation as our primary modes of reacting to experience, and insists on the fullest possible use of these functions for personal growth. David Kolb's model of experiential learning also insists upon a four-part process that draws upon distinctly different mental abilities: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. Only if experience is seen as the basis for truth can these significant approaches to the development of the whole person be adapted by our educational institutions.

The application of the pragmatic notion of truth to the higher education curricula for adult students would result in a number of modifications of usual practice. First, traditional lecture courses obviously do not draw upon the student's experiences; unless they are supplemented by small-group discussions in which the ideas and information they provide are applied and tested against prior experiences, lecture courses are not sufficient. Secondly, the usual separation of academic disciplines is not in accord with the complex, multi-faceted way in which we interact with the world; interdisciplinary approaches are truer to actual experiences. Third, if experience is used as a basis for learning, then the necessity of a requisite number of class hours is lessened; independent study and research can increase the number of perspectives brought to bear upon experiences as much as time spent in the classroom. Fourth, the Life Experience Learning portfolio that is used by many colleges and universities for credit assessment

should also be seen as a tool to be used continuously throughout formal higher education; the original narratives should be added to and modified, as the new perspectives provided through study at the institution are related to the experiences. The portfolio will constantly be "in progress." Finally, the objectivity of reports and exams must be supplemented by a more subjective approach to writing assignments which does reflect the unique personal experiences of the student and then connects these experiences to the subject matter. It is not only acceptable but imperative that all college courses, whenever feasible, contain a component in which what is taught is subjected to the pragmatic method of determining truth.

Thus the educational tradition identified here, running through the works of both the great American idealists and pragmatists, is one which sees experience as the touchstone, the ultimate testing, of the validity of the ideas learned from books or generated in discussion. Pragmatism should be the philosophical source of our belief in the necessity of experiential learning, particularly in relation to the adult student. Experiential learning did not emerge from the air of innovation which we breathed in the late sixties and early seventies; belief in its importance among American thinkers began at least as early as the middle of the nineteenth century and is still developing. If we adopt the ideas of the writers I have mentioned, we can demonstrate to critics that we are working from a coherent philosophy of education. More importantly, the works of these writers should be consulted as a guide towards the practical refinements we must make in administering programs which include components of experiential learning for adults.

Only experience, of course, will demonstrate the truth of the pragmatic notion of education. Innovative educators are needed to engage in this important validation process, which I believe will succeed.

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EXPERIENCE, LEARNING, AND IDENTITY: A TRANSITIONAL, INTERDISCIPLINARY COURSE FOR ADULTS FROM URBAN AND SUBURBAN SETTINGS

Silvia Chelala
and
Muriel Dance

College of New Rochelle
New York

Introduction

Hundreds of colleges across the nation are welcoming adults. As the number of traditional-age students diminishes, colleges are exploring other possible student populations such as women and minorities. These previously bypassed populations are sometimes admitted by colleges without a full understanding of their special needs and strengths. Colleges enroll adults into their existing programs, usually traditional curricula designed for 18-21 year olds, or they enroll them in haphazardly designed evening "continuing education" programs.

This paper describes a model: an introductory, interdisciplinary seminar, Experience, Learning and Identity (ELI), based on an understanding of the specific needs and strengths of adults and designed to help them make the transition from the world of work and family to that of college. John Dewey's challenge to educators "to select the kind of present experiences which live fruitfully and creatively in subsequent experiences"[1] is the challenge this seminar assumes when it places experience at its core.

The seminar described was designed so that very different student populations within the School of New Resources could take advantage of the transitional semester. Students from the New Rochelle campus, the oldest in the program, are predominantly middle-class, white, female, ranging in age from 30-45. The students at the South Bronx campus, one of the newest campuses of the School, are urban, 95% minority, predominantly women, with a mean age of 35 and an average income near the poverty level. In this paper, we will discuss the needs of adult learners in general, the principles that underlie the design of ELI, and the implementation of the design for different adult student populations.

Background Literature

A large body of research exists delineating the special characteristics of adult learning. One of the important personality changes in adulthood is an increased awareness of the role of past experiences in shaping behavior.[2] For adults, learning takes on meaningfulness when it builds on past learning and connects with other aspects of their lives.[3] This is in contrast to the cognitive strength of adolescents, which is characterized by the accumulation of facts and reliance on memory, resulting in a sense of competency that coincides with their need to make tentative choices for adult life.[4]

Given the differences between developmental tasks and learning styles of adults and those of younger students, it follows that the education offered to adults must also be different. Malcolm Knowles identifies four differences that any educational program for adults must take into consideration: 1) the change in self-concept from dependent to self-directed; 2) the reservoir of experience that provides an increased resource for learning; 3) the readiness to learn which is increasingly oriented to developmental tasks associated with social roles; 4) the change in time perspective which makes adults require immediacy of application and calls for an integrative style of learning.[5]

John Devey's theory of progressive education for the young coincides with Malcolm Knowles' criteria for adult education at critical points. Dewey advocates 1) "expression and cultivation of individuality . . .," 2) "learning through experience . . .," 3) "acquisition of skills and techniques as means of attaining ends which make direct, vital appeal . . .," 4) "making the most of the opportunities of present life and acquaintance with a changing world."[6]

Design of the Course

The first consideration in designing the course was that it contribute to the program outcomes for graduates of the School of New Resources. These outcomes resemble those of many other liberal arts' colleges. What is different is the School's commitment to use the adults' experience as the basis for moving them to traditional baccalaureate degree goals. The objectives of ELI (see Appendix), which closely reflect program outcomes, are offered to students as guidelines for their development during their college education.

The second consideration was that the course expose students to a broad range of disciplines in the liberal arts. To that end, readings from the humanities, social sciences, and natural sciences were selected so that students could begin translating their formal learning into academic terms and concepts.

The third consideration was that the course mirror the philosophy of the School, which considers education as a partnership between students and faculty. Students are encouraged in their first semester to map out courses that will help them complete their college studies. These degree plans are then evaluated by faculty and academic advisers and students may adjust them as their own academic goals change.

The fourth consideration was that the seminar reflect current knowledge of adult strengths and weaknesses. Adults have many strengths. They are highly motivated to learn, and they have taken responsibility in many different roles of their adult lives.[7] They have experience which can provide a testing ground for the academic material of college courses. Besides each individual's past experiences, the classroom brings together a variety of adult experiences. Adults also have the experience of learning from experience.

There are two major weaknesses teachers find in adult learners. The first is one that most faculty notice immediately--a lack of self-confidence and a concomitant inability to assess their own strengths and weaknesses. The second is the competing roles and responsibilities adults have. Often adults don't perceive themselves as having time to reflect, an activity that higher education sees itself as devoted to. Instead of bringing the reflections based on their rich and varied lives into the classroom, they often bring only the anecdote itself without the point or generalization. Finally, the very risks adults are asked to take in intellectual thinking are often antithetical to their daily needs for security in job and family.

Common Aspects of the Seminar for Both Populations

ELI places experience at the heart of the curriculum. Assignments deal with student's experiences and help them analyze issues of personal importance. At the same time, students generalize from the events in their lives to a wider universe of discourse; they transcend the anecdotal. Sharing takes place in the context provided by intellectually challenging books; students engage in dialogue with classics of the liberal arts tradition as they talk about what is important in their lives.[8] This shifts the focus of how books are read; they are not read simply as literature, anthropology, or philosophy, but rather as one person's grappling with problems characteristic of the human experience. Students are encouraged to read as if in conversation with another person.

During the first meeting, students are asked to read aloud the "Allegory of the Cave" from Plato's Book VII of The Republic. The instructor guides students to analyze and discuss how the man in the cave has been changed as a result of his interaction with reality. Usually class discussion begins tentatively, but soon students are able to relate the content to their past experiences.

The course also places importance on adult experiences with educational settings. In his essay on "The Stages of Life," Jung traces the developing levels of consciousness in achieving adulthood.[9] In introducing students to the realm of formal education, it is imperative to recognize that consciousness of the learning process is a necessary condition for assuming control of that process. Before they can deal theoretically with experience, students must learn to reflect on their own prior experiences, especially as these relate to education. In order to assume responsibility for their learning, they must confront their own attitudes towards education, the modes and sources of past learning, their specific feelings about school, and their prejudices about the student/teacher relationship.

Both campuses use the success chart early in the semester as a way to help adults overcome their lack of confidence and recognize the value of their learning experiences outside of educational institutions. Students are asked to identify an important learning experience for every five years of their life. Then they are asked to identify the most

significant one and write an essay describing it in detail with generalizations about what it meant for them and how that experience has affected them subsequently. Usually students share their experiences in small groups. This process of becoming conscious of those "educative" experiences, in Dewey's terms, makes them feel worthy of a college setting. They also see that they have skills or qualities that will enhance their college work. At the end of the semester, when students re-read their success charts, they begin to see their academic achievement in a more positive way.

Another common teaching strategy is the learning journal. Students are expected to keep a record of their learning experiences and reflections on them. At both campuses students are encouraged to integrate the material that has been read and the content of class discussions into their journal entries. Faculty read these journals periodically and either make comments about the students understanding of the reading material or raise questions to help students reflect further on their learning.

Another common strategy is the integrative paper. Students use their journals as well as the notes gathered from the reading to answer in extended essay form a question such as "What does education mean to me?" These papers are quite formal and are graded both for their content and style.

In terms of course content, students at both campuses become familiar with Dewey's ideas on education, read selections or entire works in the humanities, social sciences and natural sciences. They investigate different academic disciplines in order to enable them to choose a course of study. As the term project, students map out a degree plan which includes an educational autobiography, an articulation of the student's academic goals, and a tentative plan for 120 credits.

Different Aspects of the Seminar for Different Populations

Although the seminar is the same at both campuses, the amount of time or emphasis that is placed on certain parts of the syllabus is different.[10]

The South Bronx version of the course places a greater emphasis on goal setting. This skill is foreign to students whose lives have led them to think that their plans are only short-ranged. Long-range planning is not one of the skills that they possess and so goal setting becomes the focus of the new student's identity as part of a learning community.

The specific methodology used is to have students choose one goal for the next week and then report to the group about the achievement of that goal. In this self-evaluation, students usually state whether the goal was achieved or not. Others in the class ask questions and help their classmate become conscious of successful or unsuccessful strategies. It is common for students at this point to choose very

personal goals such as making room in their homes for a place of study. If they were able to achieve their goals, usually students are clear about the steps they took to implement their objective. However, if they were less successful, students are less clear about what went wrong. Other students offer suggestions and criticism and in the process help their classmates formulate plans for future use.

The second stage in goal setting is to have students choose one of the objectives of the course and report in three weeks on their progress. The same process of self-evaluation and discussion is used. Students learn how to ask questions and answer difficult queries.

The third stage is to have students choose three objectives of the course and report on their progess in achieving them during the last session of the semester.

Although it still seems that a great deal of time is spent on this aspect of the course, we have found it most important. Students need to learn how to plan reasonable ways of achieving a distant desire or need. It helps in time management, study skills, career goal setting, and self-evaluation. It gives students an opportunity to feel in control of their own learning.

The urban adult's ability to move from a very personal goal to more school-related goals contrasts with the suburban adult who seems more ready to identify a school-related goal early in the seminar, usually by the second week. The recognition of adults' goals enhances motivation, strengthens the teaching of content, and helps in the skill of self-evaluation which is so important in self-directed learning. It also contributes to adults' abilities to assess their own progress. As educators, we know that we cannot learn unless we are able to acknowledge what we do not know. Consider for a moment that adulthood usually means "knowing." In the past, education usually was over by adulthood and as a result the period was associated with sufficient knowledge and skills. Unlearning adult attitudes of sufficiency is an important step in adult learning. Skill in personal evaluation of learning goals contributes to effective learning.

Conclusion

The School of New Resources has designed an entry-level seminar which recognizes the strengths and weaknesses of the adult learner. We have also designed a skills course which focuses on writing, which provides support for the liberal arts' content of ELI. Together these constitute what we have called a transition semester -- bridging adult learner's experience and academic expectations.

From a student's point of view, the transition provided by these courses includes an opportunity to be with other adults with the same questions and fears about their academic ability and college in general. From the faculty's point of view, this is an opportunity to do an in-depth assessment of students' abilities, an opportunity to orient

students to the wide range of learning possibilities, and an opportunity to challenge students to read some of the great books and validate their reactions to previously closad resources. From a programmatic point of view, what is unique about this particular approach is that while we deal with basic skills issues, these are integrated into a rigorous academic semester that challenges students to do learning they hadn't thought possible.

Thus the seminar approaches John Dewey's goal for progressive education, "intelligently directed development of possibilities inherent in ordinary experiences," and assumes along with him that "there is no discipline in the world so severe as the discipline of experience subjected to the test of intelligent development and direction."[11]

Appendix

Objectives for Experience, Learning, and Identity

1. The ELI student will identify three personally relevant learning goals and propose reasonable means for achieving them.

2. The ELI student will recognize and describe the learning value of his/ her experiences, past and present.

3. The ELI student will develop and use means for affecting or increasing the learning value of a current experience.

4. The ELI student will know the educational philosophies of Mill, Dewey, Whitehead, Freire, and Plato.

5. The ELI student will develop a philosophy of education that corresponds to his/her values and assumptions.

6. The ELI student will read and comprehend a book a week in various disciplines.

7. The ELI student will demonstrate the ability to ask relevant and probing questions.

8. The ELI student will write at least one well-organized, grammatically correct interpretive paper that has a) a clearly stated thesis, b) a demonstration of the significance of the thesis, and c) sufficient arguments or proofs to demonstrate the validity of the thesis.

9. The ELI student will demonstrate the ability to frame suitable and convincing answers.

10. The ELI student will demonstrate knowledge of how lives change and how decision-making affects change.

11. The ELI student will demonstrate the ability to give and accept help from fellow students.

12. The ELI student will take responsibility for his/her learning.

13. The ELI student will demonstrate the ability to share ideas and constructive criticism with fellow students.

14. The ELI student will demonstrate the ability to accept mistakes and failures as experiences from which to learn.

15. The ELI student will demonstrate respect for life styles and values other than his/her own.

References

[1]Dewey, John. Experience and Education. New York: Collier, 1938, 27-28.

[2]Neugarten, Bernice. Middle Age and Aging. Chicago: University of Chicago Press, 1968.

[3]Hultsch, D. F.. "Learning to Learn in Adulthood," Journal of Gerontology, 29 (1974), 300-309.

[4]Levinson, D. J. et al, "The Psychosocial Development of Men in Early Adulthood and the Mid-Life Transition," in D. F. Ricks et al, eds., Life History Research in Psychopathology. Vol. 3. Minneapolis: University of Minnesota Press, 1974.

[5]Knowles, Malcolm. The Modern Practice of Adult Education. New York: Association Press, 1970.

[6]Dewey, 19-20.

[7]Bock, Linda K. Teaching Adults in Continuing Education. University of Illinois at Urbana-Champaign, 1979.

[8]For fuller information on ELI see the Handbook for Faculty, published by the school of New Resources in 1980.

[9]Jung, C. G. Modern Man in Search of a Soul. New York: Harcourt, Brace, 1933, 95-114.

[10]For copies of the syllabi used at the campuses, please write to the Associate Dean, School of New Resources, College of New Rochelle, New Rochelle, New York, 10801.

[11]Dewey, 89-90.

INDEPENDENT STUDY FOR ADULTS IN NON-TRADITIONAL HIGHER EDUCATION

Miriam Meyers

Metropolitan State University
Minneapolis

Metropolitan State University was established in May 1971 as a nontraditional upper-division university designed to meet the needs of adult students who had not been well served by other institutions of higher education. The university encourages--and teaches--its students to use alternative learning strategies and to seek credit for college level learning gained outside academic settings. A small core of 25 to 30 resident faculty direct the academic program. Most of the teaching is done by a group of over 400 adjunct, or as we call them, community faculty.

The mean age of Metro U students is 35.5 years, the median age 33.3 years. Forty-one percent of our students fall into the 31-40 years of age category. Sixty percent are female. Fifty-nine percent are married. Almost all, 98%, live in Minnesota, and 73% live in the seven-county metropolitan area of St. Paul-Minneapolis. Minorities make up 5.9 percent of the student population, a number which reflects roughly the total minority population of the metropolitan area. Eighty-eight percent of our students work at least 30 hours a week--and many work more than forty hours.

You need only use your imagination to reflect on these figures to understand why traditional ways of completing a college degree would not be appropriate for such students.

From the beginning, the Metro U program has encouraged students to develop skills for lifelong learning. All students must complete an individualized educational planning course, during which they relate their previous post-secondary education, their experiential learning, and their professional personal goals to Metro U's educational philosophy. Out of this process issues an individualized degree plan for every student. Only upon completion of an adequate degree plan will the student achieve degree candidacy. In this individualized educational planning course, or IEP, the faculty teach students how to plan a degree program that, in addition to reflecting appropriate content for the B.A. degree, uses a variety of learning strategies, including independent study. Independent study receives particular emphasis when I teach IEP, since I believe that this is an import it way students exercise some authority over their education, learn to use community resources, and develop some skills for lifelong, self-directed learning--three basic tenets of the Metro U philosophy.

With that background, let us look more closely at independent study itself, which accounts for 18%--this percentage varies from 16 to 20% from year to year--of the total registrations at Metro U. (Other categories of registration, incidentally, include Metro U courses,

posting of other institutional courses, assessment of experiential learning, and internships.) You may be interested in how this eighteen percent breaks down by content area. The largest percentage of total independent study registrations this academic year--35%--was in the Business and Public Administration area. Arts and Sciences captured 31%, Human Services 27%, and Communications 7%.

I think it's important to say that this percentage does not necessarily reflect an enthusiasm for independent study. Our experience at Metro, in spite of our efforts to have students pursue alternative routes to college credit, has been that adult students generally prefer classroom learning. This explains the fact that courses account for three quarters of our registrations at present. We find that even students who have outstanding experiential learning to present for evaluation often prefer to "let the past lie," as they put it, and move on to new learning. At the risk of oversimplifying, I'd say this is in large part due to students' preference for familiar versus unfamiliar ways of learning.

Why then do Metro U students pursue independent study? There are a number of reasons:

-they are unable to find a class in a subject they want to study;
-they are unable to commit themselves to more evenings away from home;
-they have scheduling conflicts, yet need a particular course in sequence;
-they want to design study units based on professional, civic, or family projects;
-they have commitments which prevent them from taking regular evening classes (night or rotating shifts, single parenthood);
-their interest has been piqued by interesting independent studies;
-they hate to drive to class in Minnesota winter weather and hate to stay in town during Minnesota summers;
-they want to add theoretical to practical knowledge;
-they like to work on a one-to-one basis with faculty; or
-they think that independent study is "easy."

Saul Alinsky says that the right things happen for the wrong reasons. I have learned to overlook students' motivation for choosing independent study.

I should clarify exactly what we mean by independent study at Metro. If you are familiar with Paul Dressel and Mary Thompson's fine book Independent Study, you will remember their definition: "Independent study is the student's self-directed pursuit of academic competence in as autonomous a manner as he is able to exercise at any particular time."[1] Dressel and Thompson argue that colleges and universities should develop all students' capacities for independent learning, moving them along a "continuum of autonomy" as far as they are capable of going. Dressel and Thompson thus distinguish between independent study as a learning experience and a developable capacity.

As admiring as I am of this idea, and as useful as it has been to me in designing independent studies for students and for myself in training other faculty to do independent study, I want to be clear that this is not the operating definition of the Metro U independent study program. Rather, we use the term independent study to refer to a range of learning experience, which vary in independence, in the strict sense of that term, from faculty-selected programmed learning to completely student-designed projects, reviewed and evaluated by faculty. We have opted for a variety of approaches to independent study, encouraging faculty to reflect on how- whatever the structure of their particular independent study offerings--they can assess students' capacity for independent work and how they can help students increase that capacity.

One way of defining independent study at Metro U is to say that it's a registration category. It's not a course, an internship, or an evaluation of experiential learning. Students register in one of two categories--faculty-designed independent study or student-designed independent study. I've often observed that these terms really ought to be changed to faculty-initiated and student-initiated independent study, since I've seen the same range of faculty and student "design" in both categories. However, faculty-designed independent studies appear in the catalog and the quarterly schedule--are "offered," if you will. The academic centers of the university have solicited them, reviewed them, filed materials on them, and integrated them into the curriculum. They account for 90% of all independent study registrations. Students, on the other hand, initiate student-designed independent studies, beginning with an idea, seeking consultation with faculty, finding resources to use, drawing up a plan with a supervising faculty member, and submitting that plan for university review.

I'd like to turn now to some examples of both faculty-designed and student-designed independent studies. The first, "Introductory Audio Scriptwriting and Production," was offered by a community faculty member who was on the staff of Minnesota Public Radio and left recently to join National Public Radio here in Washington. This very successful offering showed how independent study can combine study of standard texts with preparation of a useful product. This particular subject matter would not have justified a course, so the independent study made it possible for students to learn something they otherwise couldn't have.

The second example, "Language: Sex Variation," which I direct, has generated considerable student interest. Capitalizing on students' interest in a topic of current social concern, I designed this independent study to help students become more sophisticated readers and writers and to introduce them to this interdisciplinary field of study. Students also plan and carry out an independent research project under my direction--usually original research related to a personal or professional interest. A few years ago, to decrease students' sense of isolation and to provide everyone pursuing the independent study an opportunity to hear presentations on all the individual research projects, I initiated three group meetings for registrants.

A third example of a successful independent study is entitled "Citizen Power and The Political System." An interesting feature of this independent study is that much of it is built around a series of cassette tapes. Students prepare weekly study questions based on the tapes and selected reading, as well as preparing a final paper.

The fourth faculty-designed independent study example that I want to mention is "Principles of Economics," a programmed learning sequence. You may be familiar with the programmed text, Economic Analysis, on which it is based. The text has been reviewed in the literature on independent study in economics and business. The six-volume set, prepared by the Sterling Institute, covers macroand microeconomics and international trade. While the other examples of facultydesigned independent study truly reflect the term faculty-designed, this one is really faculty-supervised, in that the supervising faculty member simply prepares evaluations for students based on his standards for successful completion, as documented by their performance on monitored set tests. He rarely sees students engaged in this independent study, though he occasionally talks with one by telephone.

Two relatively recent additions to Arts and Sciences independent study offerings deserve special mention here. Both are exceptionally well designed and have high completion rates. The first, "Twentieth Century English Novel," a prodigious effort by one of our most creative faculty members, shows how evaluation of students weekly work may be tied to specific learning outcomes directly, providing students valuable feedback on what particular parts of their work need more attention. The second is "Prejudice in American History." The faculty member offering this independent study has a genius for capitalizing on student interest in social and political matters (he teaches two highly successful courses on "Vietnam" and "The American Character") to expand their grasp of the historic roots of those concerns and their current implications.

As a final example of a faculty-designed independent study, I'd like to describe for you, in the words of the faculty member who offered it--an independent study entitled "Civil Liberties." After describing two other independent studies in the law, which, like the economics one, above, are based on programmed texts, he says:

> With respect to the "Civil Liberties" independent study, this is completely open. My normal procedure is to discuss with each student his or her interest in the area and to devise, from that discussion, a reading list, the competence statement, and the measurement techniques with the student. More specifically, the student and I generally decide upon three major areas to study within the general topic. I supply them with reading materials, person contacts, problems, etc. (depending upon the student and that student's interest). The student then prepares three papers for me from each of the three areas. Once again, the papers can cover a wide variety of subjects and might involve a number of different types of presentation.[2]

These examples should give you a sense of the range of types of faculty-designed independent study we offer at Metro.

Now I'd like to move on to student-designed, or student-initiated, independent study. As I noted earlier, students must first do the groundwork for these independent studies and then propose them for university review. The student must complete a proposal form, then obtain the counsel and approval of his/her faculty adviser, and submit the form with registration materials. The independent study office conducts a final review of the proposal. Faculty with expertise in the general content area serve as consultants throughout the process, and typically a resident or community faculty member serves as supervisor for the studentdesigned independent study. I say typically, because we do allow students to use non-Metro U supervisors, after appropriate review. This gives us more flexibility than we would otherwise have.

Before I left the Twin Cities, I flipped through the notebook of approved student-designed independent studies to get some samples for your perusal. There were several that I'd like to call to your attention--one on "Parent-Child Relationships," one on "Willa Cather," one on "American Sign Language," one on "Jewish Thought," and one on "Modern American Fiction." A couple of students demonstrated in their proposals how to use community resources to build an acceptable independent study. The Jewish Thought independent study, for example, was built around classes at a local temple and the woman who designed the American Sign Language independent study built it around classes in American Sign Language at the Hearing Society. One student developed a community resource herself--a series of classes on parenting for her church--based on her study of parent-child relationships. Finally, I'd like to place the "Willa Cather" and "Modern American Fiction" independent studies in perspective for you by reading to you what the student has written about four student-designed independent studies she did during her tenure at Metro U. This is a student who prefers independent study to the classroom, incidentally. I served as her adviser, and she completed two-faculty designed independent studies with me and a number with other faculty. Here are her words:

> You asked what my student-designed IS planning process was. Of course it varied, but it went roughly like this: idea, several consultations with faculty for suggestions, research, proposal submitted and instructor go-ahead secured, execution of IS, which includes adjustments and refinements as IS progressed, and submission of final proof/project.
>
> I began each IS planning process with a different degree of confidence. For example, my first student-designed independent study, "American Prose and Poetry, 1900-1930," was the instructor's creation, whereas the "Willa Cather" IS seemed to bloom from inside of me and plunge ahead like a horse out for a run. For the "Willa Cather" IS I worked incredibly hard and loved every minute of it.

On the other hand, "American Fiction, 1940-1980," received suggestions of books from many faculty members; thus the reading list evolved as time passed. It, too, was more work and more rewarding than the first American Lit. IS.

The "Short Story" IS grew strangely. I had an idea and sought a faculty member's help. He was wonderfully helpful, but I failed to state my idea clearly because I simply wasn't confident in the idea. I tried to follow his lead, but the IS didn't take shape 'til I recognized the validity of my own idea, my own theory. (In short, my idea was that the short story grew out of oral tradition. As soon as I stated my theory and followed my own instincts--using the faculty member's expertise--the IS grew like a mushroom.) Thus, the designing process of this IS included many false starts and dead ends.

I believe that this testimony indicates in a rough way how this student moved from less to more autonomy through her pursuit of independent study. Certainly as I look at her progress, having worked with her early in her career at Metro, I am admiring of what she has been able to do.

As I've described our practices with independent study, I hope you've gotten some sense of our quality control measures. But let me review those measures and add to them a few others we have in place.

First, in the Individualized Educational Planning Course, or IEP, we teach students what we mean by college level learning, as well as how to use independent study in their degree programs. In my IEP's I require students to design a student-designed independent study, whether or not they intend to put it in their degree plans. Often, students fall in love with their ideas and decide to keep them.

On the faculty training side, we have offered training in designing and supervising independent study. We take training very seriously at Metro and our faculty love it.

Our Community Faculty Handbook, used as a resource during and after initial training, contains a chapter on independent study with lots of practical advice. Among other materials used to train faculty is our detailed "Guidelines for Evaluators," which we use especially with external evaluators for experiential learning, but which is routinely attached to all learning contracts. This sheet is an ever present reminder to all faculty that they are accountable to university standards for every study unit they undertake with students. In addition, all narrative evaluations are reviewed by assessment staff for adherence to those standards.

The Metro U individual adviser is an important part of the quality control system. It is the adviser who helps the student maintain the

integrity of the degree program, so every independent study must be seen in that context. In addition, in the case of student-designed independent studies, the adviser helps the student find appropriate content consultants and instructors and signs off on proposals.

The four academic centers of the university, as I've said, receive, review, and oversee faculty-designed independent studies and serve as consultants and brokers for student-designed independent studies.

The independent study office keeps track of all independent studies and collects data on them. The staff help students from time to time who need procedural assistance with this mode of learning. They collect student evaluations, have them summarized, and distribute them to academic centers for review and followup. We learn a good deal from student evaluations as individual teachers and as an institution.

We learn, for example, that adult students value organization and complain bitterly when it isn't apparent in independent study materials. Well-organized independent studies, with regular, reviewed assignments, are well-received, even when the subject matter is very difficult. Students do better when the work is organized into units, or weekly assignments, with clear deadlines specified. When I train faculty, I always remind them that for busy adults, with many conflicting claims on their time, assignments without deadlines come last. Students I advise tell me that they prefer classes, because facing the teacher once a week keeps them accountable. I maintain that, often, a well-designed independent study can do the same.

The possibility of personal contact, by phone or in person, seems to make a big difference in how students regard a given independent study. This may have something to do with the lower completion rate in the Business and 'ublic Administration area, where faculty prefer less contact with students. The overall completion rate at Metro, incidentally, is 60 to 65%. The highest rate is in Arts and Sciences independent studies and the lowest in Business and Public Administration.

I said above that regularly reviewed assignments are important. The primary complaint I've heard about independent study is that some faculty do not return work with written feedback, or, at least, clear feedback. Students are very grateful for remarks and suggestions on how to improve their work.

Given the nature of adult students and their need to relate theory to practice, I have to include in my remarks about successful practices in independent study the practice of giving students an opportunity to apply what they are learning to issues. The "Civil Liberties" independent study did this beautifully.

I want to note here that you can't have a successful independent study if you can't get students to sign up. Faculty must write interesting descriptions of their independent studies in the catalog to capture the attention of their audience. I've been amazed at what a

difference this makes in students' willingness to consider independent study.

Finally, I can't overemphasize the importance of having students evaluate independent study. We are capable of self-deception about our own work. If I think I've written wonderful instructions but I consistently read in my student evaluation summaries that my materials are not clear, I must pay attention.

Having noted successful practices in independent studies, I may have indicated by implication what some of the problems are. But there are more. Dressel and Thompson do a fine job of laying out the problems.[4] One of the most serious is faculty resistance. I maintain, though, that in every institution there are faculty who might be interested in doing independent study or who could be won over. Faculty and administration will need to work together to address workload or union contract issues. If time normally spent in the classroom, in addition to regular planning time, is spent developing written materials, the time involved in many independent studies should not be prohibitive.

As we increase the number of high-quality independent studies offered, another problem should be ameliorated, that of the low image of independent study. When some people think of independent study, they think of a student floundering around on his or her own without direction. I think that this image is primarily an indictment of the supervisor.

I would speak finally to students' fear of independent study. Most students who think they would be called upon to operate totally independently in academic work know that they would be floundering around and they are justifiably reluctant to choose this mode of learning. I suggest that we have a job before us as educators--to educate ourselves about how to promote independence in learning and then to educate our students about the processes, options, and benefits thereof.

Metropolitan State University

STUDENT-DESIGNED INDEPENDENT STUDY PROPOSAL

FOR OFFICE USE ONLY	
Subcode #	FY
Title	
Date Registration Processed	

Student Name _____ SS# _____ Date _____

Metro U Advisor Signature _____
(not the instructor's signature) (signature indicates approval)

Competence Statement: _____

_____

_____

This competance is: ☐ in the approved degree plan; ☐ an amendment to the approved degree plan.

I. Instructor Information

Name _____ ☐ Resident Faculty ☐ Community Faculty

If the instructor is not a Metro U resident or community faculty member, you must provide the following information and attach a copy of the instructor's resume.

Address: _____ Phone: (H) _____

_____ (W) _____

II. Resource Materials

A. Books

Title _____ Author _____

Title _____ Author _____

Title _____ Author _____

B. Journals/Magazines

Title _____

Title _____

Title _____

C. Other Resources (please describe fully) _____

_____

_____

III. Learning Outline

List topics to be addressed in this independent study: (please use reverse side of this form if necessary)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

IV. Learning Strategies

Describe briefly the learning strategies that will be used. That is, how will you carry out this independent study?

_____

_____

_____

_____

_____

V. By what techniques will the independent study be evaluated?

- ☐ research paper
- ☐ journal
- ☐ objective test
- ☐ essay test
- ☐ project evaluation
- ☐ oral exam
- ☐ completion of written exercises
- ☐ simulation exercise
- ☐ performance test
- ☐ situational observation
- ☐ Other (please describe)

_____

_____

A copy of this form, signed by your Metro U faculty advisor, should accompany your registration. If you have already mailed in your registration, send this form to:

Independent Study Office
Metropolitan State University
121 Metro Square Building
St. Paul, Minnesota 55101
612/296-7148

JB/djs
6/9/83

NOTES

[1]Dressel, Paul and Mary Thompson. Independent Study. San Francisco: Jossey-Bass, 1973, 1.

[2]Personal correspondence from Robert C. Fox to the author, dated December 30, 1976.

[3]Personal correspondence from Audrey DeLaMartre to the author, undated (received in June, 1983).

[4]Dressel and Thompson, op. cit.

HUMAN STUDIES: AN INDIVIDUALIZED, INTERDISCIPLINARY MAJOR FOR ADULTS

Douglas L. Robertson, Ph.D.

Marylhurst College for Lifelong Learning
Portland, Oregon

Recently, circumstances placed me in the Lincoln memorial, where I stood before an enormous inscription of a portion of the Gettysburg Address. "Fourscore and seven years ago, our fathers brought forth upon this continent a new nation. . . ." Written only eighty-seven years after the social contract which we call the United States of America had been agreed upon, and at a time when a brutal civil war threatened to dissolve the contract, it reminded me of what complex and ongoing negotiations a society and its institutions really are.

Change within the American society has continued, if not accelerated, in the 120 years since Lincoln spoke those words, and America's institutions have continued to have to adapt to novel conditions, or become extinct. As college educators, we are especially interested in one particular kind of social institution, the American college. The demands of society upon its institutions of higher education are different now than when we passed through them as students earning our credentials, and we face the professional necessity, if not the responsibility, to be interested in educational innovation.

One of the changes which has occurred recently is the ascendence of adult learners as a major consumer group in higher education. In this paper, I would like to discuss a new, individualized, interdisciplinary major, called human studies, which has been designed and implemented at Marylhurst College for Lifelong Learning, a nontraditional college for adults. It is hoped that this very successful program will provide a useful alternative for colleges and universities who lack appropriate programs for their adult learners, or that, if the Human Studies Program does not quite fit a particular college, at least the program's approach will stimulate some useful thinking on this matter. We will first deal with the context of the Human Studies Program by discussing changing societal conditions, the new program's parent institution, and the characteristics of the students targeted by the program. Then, the program itself will be described in some detail by our answering seven questions which consumers frequently ask about it.

Program Contexts

Societal

A wide variety of factors have coalesced in recent years to produce a high demand for effective degree programs for adults, such as the new Human Service Program. Any society is a "credentialed society," and in the United States, as in the industrialized world at large, educational

credentials tend to be the preferred form. While entrance into the job market may not depend on having a baccalaureate degree, particularly in technical areas such as computer-related fields, promotion and general career development increasingly demand a bachelor's or even a master's degree. This condition urges adults lacking these credentials to return to school. Also, besides simply seeking a credential, adults are encouraged by current societal conditions to re-enter formal education for what they can learn, in terms of both occupational training and personal growth. Most societal commentators agree that the labor needs of post-industrial economies such as that of the United States will emphasize increasingly the management of people and information. For many adults who were in the formal educational process during a different economic period, this situation requires new job-related learning. In addition, many adults re-enter educational institutions with the motive of learning more about themselves and their potential as individuals. American society's personal and professional domains are in great flux: the roles of women and men are changing dramatically; the family has diversified its forms considerably; the economy is at a point of major evolutionary change; planned mid-life career change has become commonplace; substantial investments in personal growth and exploration have become legitimate. These kinds of societal changes encourage adults to re-enter the formal educational process in order to search for insights about themselves and the world in order to better negotiate the major life transitions a rapidly changing society throws at them. Credentials, professional development, personal growth -- current social conditions prompt the adult learner to explore the formal educational process in search of programs, such as human studies, which provide all three.

Institutional

The parent institution of the Human Studies Program is Marylhurst College for Lifelong Learning (Portland, Oregon), a fully accredited, nontraditional liberal arts college which serves primarily the adult learner. In its previous life, the school had been a traditional, four-year, Catholic college for young women. But faced with emptying dorms and a distressing bottom line, the college conducted in the late 1960's a self-study which led to the decision to become a multi-purpose education center for the promotion of lifelong learning, particularly in the adult years. In 1974, the traditional college closed and was immediately re-opened as the new learning center. Full accreditation from the Northwest Association of Schools and Colleges followed three years later, a remarkable feat considering the magnitude of Marylhurst's transition. The college went through its five year review in 1982, and earned high marks while receiving a ten-year extension. As the first college of its kind in the Northwest, and one of the first in the nation, Marylhurst has achieved a solid reputation for combining innovation and quality.

Responsiveness to the student is one of Marylhurst's trademarks, and every attempt is made to provide as many legitimate options as possible for learners to choose from in shaping their programs. College credit may be applied toward a degree from eight sources, four "classroom" and four "experiential":

Classroom

*Transfer from any accredited school
*Cooperative programs with unaccredited organizations (the syllabi and instructors' credentials are evaluated as if the offerings were Marylhurst classes)
*Independent studies (tutorials as well as correspondence courses)
*Marylhurst courses and seminars (held primarily in the evenings and on weekends)

Experiential

*Credit for prior learning (presented in a portfolio which the student develops and a committee of Marylhurst faculty evaluates; up to 90 credits of the 180 required for graduation are possible through this option)
*Internships and practica
*Standardized examinations (such as CLEP and ACT-PEP)
*Course challenges

The objective is to help students to integrate into their degree program any legitimate, college-level learning, whether it be current or prior, classroom or experiential, on-campus or external.

Marylhurst degree students can select from twelve baccalaureate options, six "designed" and six "individualized":

Designed majors (degree programs with a substantial number of required courses emphasizing a common knowledge and skill base)

*Art
*Crafts
*Fine Arts
*Management
*Music
*Pastoral Ministries

Individualized majors (degree program which encourage students to take a major responsibility in working with Marylhurst advisers to formulate a program which meets their specific educational and life goals)

*Communication
*Human Studies
*Humanities
*Science/Math
*Social Science
*Interdisciplinary Studies (any combination of two or more of Marylhurst's degree options)

In addition, several graduate-level options are being developed. Marylhurst has just implemented a master's degree in management and anticipates starting a master's in human resources in the next year. Also, vacant dorms have allowed the school to lease space to a wide variety of social service and educational agencies, and a recent lease agreement with the Oregon School of Professional Psychology has brought the Ph.D. capacity to the Marylhurst campus.

Students

The average age of Marylhurst degree students is 37, the youngest student being 18, and the oldest having been 86. About seven out of ten are women. A little over half are married. Three out of four are employed. Most are white and middle class. On the average, students enter the degree program with two years of college credit generally having been earned at several institutions in an interrupted fashion. About one in five produce a portfolio documenting previous learning and are awarded an average of one year of college credit. Of those who complete the degree process, two out of three select one of the individualized options (see above). Typically, entrance into the Marylhurst degree program is related to some kind of significant transition in the student's professional or personal life.

Human Studies

The Human Studies Program has been designed primarily to provide a coherent interdisciplinary framework for returning adult students interested in helping activities, a major constituency at Marylhurst. Such students need a curriculum which focuses on subjective human experience, quality of life, and effective change-agentry. In addition, these students need a program which encourages the integration of personal and professional development, liberal and technical studies, previous and current learning, classroom and experiential learning, content and process. The program can perhaps best be described in a preliminary fashion by answering seven questions frequently asked by interested students.

What do you do in human studies? What's the degree in?

The program leads to the Bachelor of Arts Degree in Human Studies and consists of two parts:

*Human Studies Foundations Colloquia

These five courses help the learner to develop a comprehensive view of what it is to be human and how quality may be introduced or enhanced in everyday experience, whether it be at home, at work, or in the community.

*Specific Problem Studies

Along with developing a comprehensive philosophy of quality, each person also needs to develop the ability to actualize it.

In a highly sophisticated and specialized society, this means acquiring expertise in at least one specific human problem or issue. Each learner, working with the academic adviser, selects a problem area and creates an appropriate individualized learning plan. Examples of specific problem areas include domestic violence, substance abuse, family therapy, organizational training, intercultural education, life/work planning, environmental advocacy, social gerontology, etc.

How long does it take to finish?

The Human studies major is designed so that it is possible to complete the program in one year. The major's flexibility helps the student to formulate a coherent learning plan which can incorporate coursework from other colleges as well as credit for college-level learning acquired outside the classroom (on the job or in the home, for example).

Graduate schools? Jobs? How practical is the human studies major?

The individualized aspect of the major encourages students to target their future objectives and to design their program accordingly. If the student wants the option of going to graduate school, the human studies major can provide excellent preparation. If the student wants to enter a particular job market immediately, human studies is also well suited. The major adviser assists the student each step of the way in arriving at realistic objectives and appropriate learning projects. The human studies major can be as practical as each student wants it to be.

Do I need to be a major in order to try out one of the Human Studies Foundations Colloquia?

The five courses in this series are designed to appeal to majors and non-majors, degree and non-degree students, alike. Rather than following a conventional stair-step model, which requires the student to start at a particular beginning and take each course in sequence, the Foundations Colloquia are organized like the points of a crystal, with no necessary beginning or end. The student need not be a declared major or have taken previous colloquia in order to give any one of the courses a try. Also, any one of the Foundations Colloquia can be used to satisfy the liberal arts requirements for other Marylhurst majors. (Marylhurst's general education categories are communication, humanities, science/math, and social science.)

What does each of the Foundations Colloquia involve?

Life as each person uniquely experiences it can be seen as the product of a vast network of mental and physical relationships with various parts of his or her world; the self, others, the environment, and for many people, a transcendence or immanence. If people want to make life better for themselves and for others, they need to become knowledgeable, skillful, and caring managers of relationships, and they

should have some comprehensive philosophy in order to guide their interventions in those relationships. The Foundations Colloquia represent a series of courses which systematically examines each of the basic relationship areas and which helps the student to develop a personal philosophy of quality of life within the context of everyday, lived experience. The five colloquia are:

*HMS 380/Human Studies Perspective

Purpose: To provide an integrative perspective on the issue of quality within the individual's relationships with self, others, the environment, and the transcendent.

Draws on: Anthropology, communication, literature, philosophy, psychology, sociology, systems science; may be applied toward the liberal arts requirements in social science or communication

Instructor: Douglas L. Robertson, Ph.D., Syracuse University.

*HMS 381/Relations with Self

Purpose: To examine views of the self from a variety of disciplinary perspectives; to investigate ways of improving the individual's relationship with the self.

Draws on: Anthropology, communication, literature, philosophy, physiology, psychology, sociology; may be applied toward the liberal arts requirements in social science or communication, or no more than one credit in science/math (for material on neural physiology).

Instructor: Milton J. Bennett, Ph.D., University of Minnesota.

*HMS 382/Relations with Others

Purpose: To examine the interaction characteristics of the individual's relationships with partners, groups, organizations, and cultures; to investigate ways of improving the quality of those relationships.

Draws on: Anthropology, communication, literature, philosophy, psychology, sociology; may be applied toward the liberal arts requirements in social science or communication.

Instructor: Janet M. Bennett, Ph.D., University of Minnesota.

*HMS 383/Relations with the Environment

Purpose: To examine the individual's relationship with his or her environment, both natural and man-made; to investigate ways to improve the quality of that relationship.

Draws on: Anthropology, ecology, history, literature, philosophy, psychology, sociology; may be applied toward the liberal arts requirements in social science or humanities, or no more than one credit in science/math.

Instructor: Phyllis L. Thompson, Ph.D., Cornell University

*HMS 384/Relations with the Transcendent

Purpose: To examine the individual's relationship with the transcendent or immanence within the context of world religions; to investigate ways to improve the quality of that relationship.

Draws on: History, literature, philosophy, psychology, religion; may be applied toward the liberal arts requirements in humanities.

Instructor: Kathleen McLaughlin, Ph.D., California Institute of Asian Studies, San Francisco.

What about the other part of the program, "Specific Problem Solving"? What does that involve?

In collaboration with the academic adviser, the student selects a particular problem area on which to focus. These studies include three components: problem analysis, intervention methods, and practicum.

*Problem Analysis

Purpose: To provide appropriate theory and research regarding the dimensions and dynamics of the selected problem.

Example: In addition to fundamental study in psychology and sociology, a student interested in family therapy might include in his or her program work on family dynamics, male-female relationships, sex roles, social class lifestyles, adult development, counseling theories, social network analysis, etc.

*Intervention Methods

Purpose: To provide specific tools for effective change in the problem area.

Example: With an interest in family therapy, the student might include learning in interpersonal communication, small group dynamics, male-female communication, nonverbal communication, interviewing, counseling strategies, etc.

*Practicum

Purpose: To provide concrete experience in problem analysis and intervention.

Example: The student working in family therapy might arrange a practicum at an agency specializing in family services. If the student is already working (or has worked) in such an organization, he or she may choose to satisfy this program component with credit through Marylhurst's Prior Learning Experience Program.

What are the specific requirements of the major?

Human Studies Foundations Colloquia.	25 upper division credits
HMS 380/Human Studies Perspective.	5 upper division
HMS 381/Relations with Self.	5 upper division
HMS 382/Relations with Others.	5 upper division
HMS 383/Relations with the Environment . .	5 upper division
HMS 384/Relations with the Transcendent. .	5 upper division
Specific Problem Studies.	45 minimum (at least 25 upper division)
Problem Analysis. . . . . minimum of	10 upper division
Intervention Methods . . . . . minimum of	10 upper division
Practicum. . . . . minimum of	5 upper division
Total	70 minimum (at least 50 upper division; 180 total quarter credits necessary for baccalaureate)

Conclusion

American society, perhaps even the global society, is currently experiencing a number of substantive changes which more than a few commentators have construed as a period of crisis. In the Chinese language, the word for "crisis" is formed by combining the symbols for

"danger" and "opportunity," a particularly useful way to approach difficult times, I think. With regard to higher education, the present crisis not only brings with it the dangers consequent to being unable to adapt to substantial and rapid change in the circumambient society, but also brings the opportunity to develop our institutions of greater education to higher levels of educational effectiveness. We have before us a developmental opportunity of major proportion. It is a truism of human development that the process involves both challenge and support, and so it is with institutional development. One of the major challenges facing higher education today is accommodating the dramatic influx of adult learners. The Human Studies Program, with its very positive response from students, faculty, administrators, and curriculum experts, represents a model which seems to provide major support in meeting this challenge. Marylhurst invites other colleges and universities to examine the program more closely for possible applications to their own development.

PHILOSOPHY AND PERFORMANCE

John L. Mowrer

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The term philosophy has almost as many meanings as there are numbers of philosophers. Webster, in the New Collegiate Dictionary, lists some ten or more definitions. Among those definitions are the following: 1) "The beliefs, concepts and attitudes of an individual or group," and 2) "A theory underlying or regarding a sphere of activity or thought." Marshall Dimock, in his book A Philosophy of Administration[1] writes, "Philosophy is a body of belief and practice aimed at achieving better performance." The American philosophic movement known as pragmatism describes philosophy as "a practical approach to problems and affairs."

Like philosophy, the term nontraditional study has almost as many definitions as there are programs. Pat Cross and John Valley in their book Planning Nontraditional Programs[2] define nontraditional study as "an attitude that puts the student first and the institution second, that concentrates more on the former's needs than the latter's convenience." Two other philosophic statements are found at the very beginning of Cross and Valley's book: 1) the greatest departure from traditional education (by nontraditional programs) is the explicit recognition that "education should be measured by what the student knows rather than how or where he/she learns it," and 2) opportunity should be equal for all who wish to learn and learning is a lifelong process, unconfined to one's youth or to campus classrooms."

For most of us, "nontraditional study" is a rather new idea having, (except for a very few earlier examples) come into being in the late 1960's and early 1970's. Change in higher education has come rather slowly since its American beginning with the establishment of Harvard by an act passed by the Massachusetts General Court on October 28, 1636.[3] By the time of the American revolution, 140 years later, there were nine colleges, all patterned pretty much after those of Mother England. Even with independence there was little change in higher education except in numbers of institutions. Preparation for law, the ministry, and medicine constituted the major purposes of all institutions, and the students were male. Eugene Davenport, in The Spirit and Philosophy of Extension Work (1952)[4] had the following to say about higher education prior to the establishment of the land grant colleges:

> In all the centuries past, education had been the privilege, I almost said prerogative, of the few, and those few who elected to serve in the so-called learned professions--law, medicine, or theology. No other courses were taught, and the son of a farmer or craftsman could not become an educated man without leaving the occupation he knew most about and perchance would prefer to follow. As a further bar to progess, women were not admitted to college

not only because of their susposed inferior brain power but also by reason of the traditional priorities. And finally, as effectively shutting the sources and springs of knowledge away from the masses of mankind, most technical terms were in Latin and Greek, dead languages both to the multitude.

The first major change in the philosophy of higher education, occurred 226 years later following the establishment of Harvard with the signing by President Lincoln of the Morrill Act of 1862, more commonly referred to as the Land Grant Act. Johnathan Turner of Illinois College, a close friend of President Lincoln, was instrumental in getting this act passed by repeatedly calling attention to what was available for the professional class and unavailable for the industrial class of people in that day. Illustrative of his remarks is the following:

> ....There is vast difference in the practical means of obtaining an appropriate liberal education suited to their wants and destiny, which these two classes enjoy and ever have enjoyed the world over, the one have schools, seminaries, colleges, universities, apparatus, professors, and multitudinous appliances for educating and training them for months and years for the peculiar profession which is to be the business of their life. And they have created, each class for its own use, a vast and voluminous literature that would well nigh sink a whole navy of ships.
>
> "....But where are the universities, the apparatus, the professors, and the literature adopted to any of the industrial classes? Echo answers, "Where?"[4]

The Land Grant Act was an attempt to answer this question by providing opportunity for the sons and daughters of the farmers and mechanics to pursue higher education. This "new education," as it was called, caused cold chills down the spines of the professional educators of that time. The most sacred traditions of the Temple of Learning were surely breaking down . . . . education was being prostituted to the business of making a living.

The Hatch Act of 1887, establishing experiment stations in connection with land grant institutions; the Smith-Lever Act of 1914 establishing the "Extension Service," whose purpose was to extend and translate the research findings of the experiment stations of the land grant institutions to the people of the state; the G. I. Bill following WWII; and Title I of the 1965 Education Act are all "benchmarks" in the history of higher education in the United States. All were nontraditional at the time of their beginning. The establishment of graduate schools was nontraditional, as was the establishment and growth of the community/junior college movement during the 1960's and 1970's. The use of the credit hour for recording college credit is a relatively new idea, having been generally accepted only in this century.

This "new education" of the late 1800's and early 1900's was nontraditional in its philosophy and in its application. But the idea

that higher education was only for the chosen few would not die a fast and sure death. Faculty would continue to bemoan the vocationalism of higher education, placing roadblock after roadblock in the way of those who for the first time were struggling to gain an education which would make it possible for them to rise higher, economically and socially, than their forebears.

It is still possible to find in higher education people who view the land grant movement as the beginning of the "downfall" of higher education; the number of such persons who view extension with distaste and alarm is quite large. Many continue to look down their noses at the community college as a second rate institution which has no legitimate claim to membership in higher education. But even with the many, within and without higher education, who have not yet accepted these changes, the vast majority of Americans see all these movements as being part of the great tradition of American higher education.

The nontraditional movement of the 1960's and 1970's found much the same comments and roadblocks as did the land grant philosophy of 1860. But like the land grant idea, the idea that adults can continue to learn throughout life, that college level learning can take place outside the classroom, on the job, in the home, during recreation, is too pragmatic, too valuable to be shoved aside. Perhaps what is nontraditional today will be "traditional" tomorrow. But the ideas, the phlosophy, the programs will survive and prosper because they are dedicated to serving all the people, not just a chosen few.

As a land grant institution, the College of Agriculture of the University of Missouri-Columbia has a long history of serving people throughout the state. The Cooperative Extension program of the College is looked upon as a model by other institutions. Courses for credit are frequently taught off campus. But before 1974 degree-seeking students basically had only one choice--come to campus as full-time residence students-- if they wished to complete requirements for the B. S. Degree. Over the years a large number of students had dropped out of college before completing the degree--some because of low grade point averages, some because of family responsibilities, some because of military service, some because they became bored or disenchanted with "going to school". Regardless of the reason(s) for dropping out, many of those former students were interested in completing degree requirements, but because of job, family, or community responsibilities they could not return to campus. It was this core of interested, capable, motivated students that influenced the faculty of the College to begin the Nontraditional Study Program in 1974. As with many new programs, funding was a problem, and outside money from the W. K. Kellogg Foundation was obtained to get the program underway. For the past five years, the program has been funded by the College of Agriculture and by a small registration and supplemental fee ($50 per each 12-month enrollment period) paid by each student.

A committee of nine faculty members was appointed to draw up recommendations for the program. As director, I spent considerable time

reviewing the literature available on nontraditional programs (not much at that time), visiting some programs already in operation, and attending meetings of the newly formed Council for the Advancement of Experiential Learning--CAEL. From the onset it was the desire of the committee not to offer a new degree but rather to broaden the opportunities for students to meet the existing degree requirements. Two major concerns entered into this feeling: 1) to offer a new degree would require approval of the State Coordinating Board of Higher Education and would require considerable time; and 2) any new degree would likely be viewed by faculty, alumni, prospective employers, and students as being somewhat second class.

So early on, the former philosophic viewpoint was put into practice when the faculty voted to award graduates of the Nontraditional Study Program (NSP) the B. S. Degree in Agriculture, the same degree awarded to students completing degree requirements on campus. As far as we can tell, the degree is completely acceptable to all interested groups. Graduates of the NSP have secured employment in a wide variety of agriculturally related fields--banking, federal agencies, teaching, sales, farm management, as well as in farming. Also, several NSP graduates have gone on to graduate school, not only at Missouri but also at other well known and prestigious schools. Two graduates hold academic positions at the University of Missouri at present.

It was also the desire of the advisory committee that NSP students not be faced with the many seemingly innocuous requirements faced by on-campus students. Requirements such as that the last 30 hours had to be completed in residence, that no more than eight hours of correspondence study could count toward a degree, that no work could be counted toward a B. S. Degree if such work were taken at a community/junior college after the student already had 60 hours of college--these were done away with for NSP students. Example: an early graduate of NSP was within nine hours of graduation and had not taken a three-hour requirement in Speech. He lived in a community where speech was offered at the community college. As his advisor, I advised him to take the course there and we accepted the credit in transfer. He also needed a course in American Government which was available at one of the regional state universities nearby--again, with my advice he took this course and transferred the credit. The final three hours were earned through a special project in soil fertility under the direction of an extension professor whose area of expertise was soil fertility. NSP students have been enrolled in 24 different colleges or universities in Missouri during the time they were also enrolled at the University of Missouri-Columbia (UMC). At least ten universities outside of Missouri have been utilized in this way, also. Although most courses taken by correspondence are taken from the UMC Correspondence Study Division, we have frequently used correspondence study courses not available at UMC but available at other land grant institutions. Flexibility as to how NSP students meet requirements is integrated into philosophy and performance.

Although there was resistance on the part of some advisory committee members to the awarding of credit for college level learning which was

the result of non-classroom experience, the committee did decide that philosophically they would recommend that such credit be available to NSP students. As would be expected, credit awards through standardized tests such as CLEP, departmental exams, and other types of examinations were more acceptable than credit awarded on other forms of documentation, such as portfolios of prior learning, interviews, job descriptions, licenses, certifications, etc. A carefully structured and controlled research project dealing with an award of credit in the area of farm management did much to dispel the fears of faculty concerning the legitimacy of credit awarded by the portfolio method. I won't go into the details of this research project, which was developed as a Ph.D. dissertation, except to say that it involved both on-campus and off-campus students, and pre- and post-testing.[5] Two of the results were particularly important: 1) students receiving credit through portfolios of prior learning scored at the same general level of knowledge as did those receiving credit through regular classroom attendance and examination, and 2) students receiving credit through portfolios of prior learning showed a gain score (as measured by pre- and post-test) not significantly different from that of students receiving credit by classroom attendance and examination. Again, a philosophy that "it is not important where or how a student learned a subject, but that he/she learned it," was put into practice in a very practical way. We continue to use departmental examinations, CLEP, interviews, examples of product or program development, job descriptions and ratings, licenses, certificates, etc., in the documentation of learning. It is important to understand that we are measuring learning and not looking just at jobs held, time in grade, etc. It is also important to understand that the credit award is made by a professor or professors who regularly teach in the area being considered for credit and who would be determining the credit (grade) of the student if he/she were on campus and enrolled in a course or courses in that area.

We have kept the program small in numbers, with no more than 150 students enrolled at any time. However, our advisory committee has suggested that we allow enrollments to increase to 200 students. We look at advising of students as a very important phase of NSP. Philosophically, we look at each student as a person who is interested and capable of college level work, given the appropriate assistance, time and motivation. Although we encourage students to set goals and try to complete course work on a somewhat regular basis, we are aware that the responsibilities of daily living for students with families, jobs, and community responsibilities may well preclude their moving forward as fast as they desire.

Now, a few words about faculty attitudes toward NSP (The Nontraditional Studies Program). Shortly after the program was started, a survey of the entire College faculty was conducted to determine attitudes toward nontraditional study as it existed at that time. The results as a whole were favorable.[6] For example: 71% of the faculty felt that it was possible for a student to acquire the competence appropriate for a B. S. Degree through NSP; 77% felt that the College should make opportunities available for those who couldn't come to

campus; 78% felt that departures from regular degree requirements should be encouraged; 66% felt that the entire College would benefit from such a program; 64% favored awarding credit for appropriate prior learning; 88% thought the College should establish an innovative program to assist in accomplishing its mission; 56% indicated that they favored continuing the NSP for an extended period of time and 58 percent expressed approval of the program at that time. There were several areas where faculty were undecided. For instance, when it came to benefits faculty would receive from involvement in NSP, 63% were undecided as to what, if any, benefit would accrue to them; 69% were undecided as to whether most faculty in the College were favorable toward the program; 49% were unsure if faculty had been involved enough in setting up the program; 49% were undecided as to whether the College should place more emphasis on NSP. In only two areas did faculty express a strong negative attitude: (1) 35% felt that the faculty had not been enough involved in the establishment of NSP and (2) 37% did not believe a degree awarded through NSP would be equal to the same degree awarded as a result of four years on campus.

Six years later another study was made of faculty who had been directly involved with NSP students, either in teaching, advising, or other ways.[7] Again the data revealed positive attitudes, and indicated that faculty were pleased with their involvement and with students performance: 76% felt that time spent on NSP was a justifiable expenditure of faculty time while only 14% did not believe this to be the case; 61% felt that the instruction carried on through NSP was of equal quality to on-campus instruction; 82% favored the continuing of NSP; 72% said their opinion of NSP had improved as a result of their involvement, while only 4% indicated a decline in their opinion of NSP.

The following comments from faculty are indicative of general attitudes toward the Nontraditional Studies Program:

-- Students are highly motivated and are able to relate course content to daily life.

-- I believe the greater access NSP provides is important to the University and to the State. It offers a more flexible way of meeting needs.

-- I've supported NSP since I first heard of it, as a way of meeting the developing adult need for lifelong learning. My experience confirms that it works. I would like to see it expanded to other areas of the campus. The concept of credit for work experience--relevant experience--is sound.

-- A well directed program, in tune with today and meeting the needs of some who otherwise would not be able to obtain needed course work.

-- I believe quality of work done by NSP students is greater than that for on-campus students, because NSP students are older and more mature.

-- I like the program. It is an exciting experience to see people on the job work toward the B. S. Degree. Without NSP, these People would not have a chance of getting that degree.

— NSP students are more interesting [than campus students] and are very goal oriented.

-- The NSP has and is meeting a significant need of people. It is the responsibility of the College of Agriculture to meet that kind of need.

Although some faculty remain philosophically opposed to NSP, even non-involved faculty have some strong positive comments toward NSP. For instance:

-- An excellent program and certainly needed.

— Interest in and need for NSP-type activities will certainly grow.

-- A good, innovative program.

— Excellent program--a model.

What about NSP students? How do they rate NSP? Two hundred and eight (208) students were surveyed, including all graduates of the program, currently enrolled students, and dropouts. One hundred percent (100%) of the graduates, 77.6% of those currently enrolled, and 43% of the dropouts returned completed surveys.[7]

As with the faculty, the overall rating by students was extremely positive. Overall, 99% (including dropouts) thought NSP a worthwhile program which should be continued; 95% viewed the NSP administration and faculty as helpful and cooperative; 95% of the graduates, 77% of the currently enrolled, and 41% of the dropouts indicated that their opinion of the College of Agriculture had improved as a result of their involvement in NSP. Only 14% of the dropouts indicated that their opinion of the College had declined. From a practical standpoint, the responses to this item may be the most important finding of all. NSP students are adult, tax-paying citizens, and voters. Increased favorable opinion of the College just may mean better support for the College and its programs in the future. Seventy-seven percent (77%) of all students thought the course work was helpful and worthwhile and even 46% of the dropouts indicated this belief, also.

Dropouts included some students who were dropped by NSP due to low grades or lack of progress. Other reasons for dropping out included illness, lack of time to devote to study, moving, lack of motivation, failure to get veterans benefits, and unsuitability of courses to needs.

One further comment concerning NSP students: when asked their objectives in enrolling in NSP, students said that they wanted to

1) Gain additional knowledge

2) Advance in their work

3) Complete the B. S. Degree

4) Gain personal satisfaction

When asked which of these objectives they had obtained, they responded as follows: 76% had gained additional knowledge; 15% had advanced in jobs; 13% had received the B. S. Degree; and 58% had gained personal satisfaction. Again, these percentages included all students--graduates, those currently enrolled, and dropouts. It is important to note that some of those currently enrolled had been in the program only a month or two at the time the survey was taken, so they had very little opportunity to achieve objectives.

Another measure of performance of any educational program is the grade point average achieved. An earlier study of NSP students indicated just how they performed grade-wise.[8] During one grade period 52 NSP students were enrolled for credit. Thirty-five (35) of those individuals earned one or more grades of "A"; 40 of "B"; 17 of "C"; and 2 of "D". There were no "F" grades. Overall, the G. P. A. for these 52 individuals since entering NSP was 3.19 on a 4.00 scale. Twenty-three (23) of these individuals had been admitted on probation because of low grade point (under 2.00) in previous college work.

In case you have forgotten or think I have, my topic was "Philosophy and Performance" as it relates to the Nontraditional Studies Program at the University of Missouri-Columbia. In summary, our philosophy is to meet the students where they are in terms of knowledge and geography, to recognize by the award of appropriate credit properly documented prior learning, to utilize as many and varied means as possible in assisting students to gain new knowledge and to remove whenever possible those roadblocks to educational progress which have grown through tradition and custom. I have tried to present some evidence regarding performance, both of faculty and students. I trust that you can judge the "fit" of philosophy to performance.

I will close with the following statement written by an associate professor of agronomy for a faculty newsletter:[9]

> I am very pleased to be associated with the program (NSP) whereby the introductory soils course, Agronomy 100--Soil Systems, has been offered. The funding provided initially was very instrumental in allowing me to incorporate the use of videotapes into both the NSP course and the on-campus course. Clearly, the NSP opportunity has enhanced my on-campus teaching effectiveness.
>
> Initially, I had some concerns about the quality of students that might enroll. That concern has been

removed completely. While some students are not the very best, most students enrolled in Agronomy 100 through NSP seem to be better students than the average student enrolled in the on-campus course. It has been my perception that greater maturity and clearer goals have generated a more favorable attitude and learning comprehension. Several of our students in NSP have been truly exceptional. Very few "bad" experiences have occurred.

In summary, NSP is serving a group of people who could not and would not otherwise have accessibility to the courses offered. Also of importance is the fact that our on-campus teaching effectiveness has been improved by assistance through NSP.

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TWENTY TWENTY HINDSIGHT: STUDENT SATISFACTION WITH INTERDISCIPLINARY STUDIES DEGREES

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The Program

The Interdisciplinary Studies Degree Program (IDS) was established in 1974 at Old Dominion University (ODU) to permit students to design custom-tailored degree programs involving two or more disciplines. While many schools have self-designed majors as options for students, IDS is somewhat unusual in that it has a full-time director who can assist students in the design of their programs and help them in their struggle with the University bureaucracy. The freedom allowed the students is coupled with faculty oversight: the student must secure the approval of two faculty sponsors, the majority of the IDS Advisory Committee, and the Director of Interdisciplinary Studies for a written proposal which consists of a list of courses taken and proposed, together with an explanatory essay. The student must meet the University distribution requirements, take 9 to 18 hours of IDS core courses, and fashion a concentration area or major of at least 42 semester hours.

Students have designed a wide variety of degree programs through Interdisciplinary Studies. Some have pursued areas of academic interest which transcend disciplinary lines, such as medieval and ancient studies, logical structures, culture and personality, and language: history, nature, and use. The vast majority have pursued vocationally-oriented programs which assemble from a variety of disciplines the knowledge and skills required to deal with the problems to be encountered in their careers. Such programs include technical management, counseling, advertising, art therapy, and scientific illustration.

The IDS core courses consist of both classroom and independent study courses. Interdisciplinary Theories and Concepts introduces students to a system approach to planning and problem solving, exercises their ability to think analytically and creatively, and requires them to participate in a semester long group design project. The course emphasizes a method of thinking rather than any particular subject matter, because of the variety of programs in which the students are involved. Two one-credit Colloquia involve students in interdisciplinary exploration of topics which change from semester to semester. These mini-courses require students to make connections among various disciplinary perspectives.

The remaining required courses are involved with the required independent study senior project. The students propose and design senior projects which combine the disciplines of their concentration area and which allow some means of evaluation. Since the majority of students are vocationally oriented, the majority of senior projects are internships of

one sort or another. Some students have, however, undertaken other senior projects such as the design and construction of a poured concrete sculpture, the writing of a computer program to teach spelling, a paper on U.S. and Soviet interest in Africa, the construction and teaching of modules in a hospital school of anesthesia, and a report on the feasibility of course delivery by a local community college, using cable television.

The flexibility of the IDS program has permitted the University to accommodate students with special interests or needs. For example, a returning woman with several years of experience in gardening was able to design a program in horticulture which combined biology and business courses with multiple internships: one with a landscape architect and several with a state truck and ornamental plant research station. Because of her horticulture experience, this program was appropriate to her; it would probably not have been approved for a traditional student just graduated from high school. The program also allowed the student to capitalize educationally on community resources, as have others in outdoor education, communications, and journalism. Students in the Anesthesia School at Norfolk General Hospital combine anesthesia courses, for which they receive ODU credit, with education, management, or science courses which will be of benefit to them in their professions. They graduate with a certificate in Anesthesia, which gets them a lucrative position and a bachelor's degree, which protects their future in a field increasingly credential-conscious. Another student had worked for many years in the drug abuse field and taken many college equivalent Drug Abuse Council courses. He was able to combine them with ODU courses in a program entitled Prevention and Training in Mental Health. It would be prohibitively expensive for the University to design and formally establish such degree programs. Because of IDS such non-traditional and unusual students can be conveniently served while quality control is maintained by faculty review.

From 1976 through December 1982, 119 students received bachelor's degrees in Interdisciplinary Studies. The students in the program have been older than traditional college students and more of them have been women. Through 1978, about two-thirds of the graduates were less than 26 years of age at graduation, but since then there has been a fairly equal division between those under 26 and those older at graduation. Overall, 53% have been under 26. The average age of the graduates was a bit over 27. One out of eight was 35 or older at graduation. (See Table 1.)

As the age data suggest, a great many of the students in the program are of the "returning" variety and the majority of them have transferred credits from other institutions. Many of them have changed their goals from the time of their previous college experience; many have managed to educate themselves in various ways without getting college credit. Those whose goals have changed somewhat can often combine their old credits with new direction through IDS. Those who have been self-educated can avoid taking courses which primarily duplicate what they know, although they cannot receive credit for life experience.

AGE AT GRADUATION BY SEX

TABLE 1

Calendar Year	Under 26		26 and over		Average Age
	Male	Female	Male	Female	
1976	0	3	1	0	25.0
1977	5	9	3	6	25.5
1978	2	6	4	1	28.0
1979	3	4	5	6	30.7
1980	1	9	3	7	26.8
1981	4	9	4	8	27.7
1982	2	6	3	5	26.5
Total	17	46	23	33	27.4

Two-thirds of the graduates of the program are women. They do not predominate because of the so-called "empty nest syndrome," but because of the kinds of program they design. A majority of the women were in fact under 26 at graduation, but a majority of the men were 26 or older; and the average age of the male graduates was slightly higher. Thus, more of the women are of traditional college age. On the other hand, when the programs of the students are divided into categories, certain fields emerge as overwhelmingly female. 86% of the graduates in counseling and social work programs were women, as were 93% of those aiming at art therapy, all the biological illustrators, and all who combined business with another discipline but who were not aiming at advertising or technical management. If the therapeutically-oriented programs are excepted, there are equal numbers of male and female graduates. Males predominate in the fields of technical management and advertising and communication. (See Table 2.)

The Survey

Due to financial exigencies, the IDS Program was recently requested, along with others, to undergo a program review. Since the main purpose of the Department is to aid students in the development of individually designed degree programs, major justifications for the program's existence were sought in the accomplishments of IDS graduates and their satisfaction with the program. Therefore, a questionnaire was mailed to 114 graduates. Of these, 15 were returned as undeliverable and 71 responses were received, for a response rate, relative to those presumed delivered, of 72%. (See Table 2.)

The wide variety of the degrees designed, the questions asked in the program review guidelines, and the requirement that the questionnaire be short enough not to discourage responses shaped the design of the instrument. Most questions were open-ended, often making tabulation interpretive, difficult, and time consuming. Still, the major trends in the data are clear enough to be of use. The questions concerned matters directly responsive to the program review guidelines. These concerned the program's effect on the recruitment, retention, and motivation of students; the utility of a unique program feature, the Senior Project, in securing employment or admission to graduate school, in enhancing careers, or in providing other benefits; the degree to which graduates have continued their education and the nature of that postgraduate education; the graduates' professional accomplishments; whether the degree provided special benefits to the graduates compared to those of a conventional major in securing employment or performing their duties. Finally, the graduates were asked to provide an employment history.

Because the program review guidelines do not directly ask the question and because of the desirability of keeping the questionnaire as short as possible, graduates were not directly queried about their satisfaction with the program. Many, however, included statements on the survey or appended statements or letters to the questionnaire which constitute unsolicited testimonials to the opportunity provided them by the IDS program or to the advantages of having taken the core courses of the program.

TABLE 2

QUESTIONNAIRE RESPONSE RATES BY CONCENTRATION CATEGORY AND SEX

Concentration Category	Number of Graduates			Number of Responding and Response Rates*		
	Male (%)	Female (%)	Total	Male (%)	Female (%)	Total (%)
Counseling/ Social Work	5 (14)	31 (86)	36	2 (50)	17 (59)	19 (58)
Unique Programs	4 (27)	11 (73)	15	1 (100)	9 (90)	10 (91)
Anesthesia	6 (50)	6 (50)	12	4 (67)	5 (100)	9 (75)
Art/Psychology	1 (7)	13 (93)	14	1 (100)	7 (70)	8 (62)
Advertising/ Communications	7 (63)	4 (37)	11	4 (67)	3 (75)	7 (70)
Technical Management	9 (90)	1 (10)	10	5 (71)	* *	5 (71)
Other Business	0 (0)	6 (100)	6	* *	5 (100)	5 (100)
Urban Studies	3 (60)	2 (40)	5	2 (67)	1 (100)	3 (75)
Biological Illustration	0 (0)	3 (100)	3	* *	2 (67)	2 (67)
International Studies	2 (67)	1 (33)	3	0 (0)	0 (0)	0 (0)
Other Health	2 (100)	0 (0)	2	2 (100)	* *	2 (100)
Instructional Media	1 (50)	1 (50)	2	1 (100)	* *	1 (100)
Total	40	79	119	22 (69)	49 (73)	71 (72)

Variables of Analysis

In analyzing the questionnaire responses, the major variables of analysis were sex, age at graduation, and concentration area. Respondents were divided into those under 26 years of age at graduation and those 26 and older. Age at graduation is used on occasion as a proxy variable for dividing traditional from non-traditional students.

While the students' programs are created and approved on an individual basis, it is possible to divide them into a number of categories, although the categories must necessarily have fuzzy edges. The most arficial of the categories is that of the unique concentration area which includes those programs which are unlike others before or since. It was included as a separate category since the individuals in it are those for whom Interdisciplinary Studies is most approprite. The concentration areas in this group include cartography, horticulture, ecology, logical structures, layout and design, bibliotherapy, linguistics, medieval and ancient studies, educational data processing, and political economy. Others could have been included.

The category with the greatest number of respondents is that of graduates with programs in the area of counseling and social work, followed by the category of unique majors. Next is the group who have combined anesthesia with another discipline. The graduates combining art and psychology courses, usually aiming at art or recreation therapy, is the fourth largest category. They are followed by students in a broad category which includes advertising, public relations, and communications. These programs involve some combination of marketing, journalism, art, speech, and English. Next come two business categories. "Technical management" includes those who combine business courses with a technical field such as engineering, medical technology, computer science, or industrial arts. "Other business" includes all other business based-programs.

The categories mentioned above all have five or more members from among the respondents to the questionnaire. Those with fewer include urban studies, scientific illustration, other health, and instructional media. (See Table 2.)

Responders versus Non Responders

Some analysis was performed to determine whether, despite the 72% response rate, the respondents were a biased sample of the whole. Biases suspected were that respondents would be more successful, older, more female, and more recently graduated than the non-respondents.

There is indeed some tendency for the respondents to be more recent graduates than non-respondents. Graduates were totaled for each calendar year. Then, to smooth the numbers, two-year running totals were calculated. Using these two-year running totals, it was found that the response rate was between 67% and 73% in 1981 and 1982. The significance of this bias is hard to interpret. Less recent graduates are more likely to have moved often, so some of their lack of response may be due simply

to questionnaires lost in the mail or delivered to the homes of parents and not forwarded. It may also be that less recent graduates would be less likely to return the questionnaire unless they were enthusiastic about the program.

There was no bias apparent according to sex. 68% of the presumably delivered questionnaires went to women and 69% of the responders were female. Put another way, of the males who were presumed recipients of the questionnaire, 69% responded; of the females, 73%. If one more male had responded, the response rates would have been virtually indentical.

There is, on the other hand, some bias by age. Age at graduation was used to distinguish traditional from non-traditional students. It turned out that 77% of the non-traditional students had responded but only 65% of the traditional. Whether this biases the responses is again guesswork. Since younger graduates have less experience, they may be less successful. Older graduates may have learned to be satisfied with less. Since more mature people procrastinate less, they may get around to answering questionnaires from their alma mater more often.

A more direct measure of the tendency of the less successful to respond less frequently was attempted, based on the employment situation in the social service sector of the economy. Since the funds which supported many positions in the fields of social work and counseling have been cut to a low level for several years, it is likely that people in that line of work will be differentially less successful than people in other fields. Of all the graduates, 31% could be classified as having designed programs in counseling or social work; yet only 27% of the responders and over 45% of the non-responders were in this category, a disproportionately low response. Indeed, of these graduates, only 59% responded compared to 78% of the others. There is then some suggestion that the survey, despite the 72% response rate, is biased toward the more successful graduates. (See Table 3.)

Retention and Motivation

When students have a hand in determining their own educational future they become attached to it and endeavor to complete it. On the questionnaire, graduates were asked whether their motivation increased, their grades improved, or they became better students after being accepted into Interdisciplinary Studies. Only 13% checked "none of the above," but three-quarters (77%) declared that their motivation had improved; over half, (54%) that they had become better students; and 43% that their grades had gone up. (See Table 3.)

The high motivation of students who design their own educational programs is reflected by Interdisciplinary Studies' success in retaining students once their proposals have been accepted. Of 152 students whose programs were approved by the Department since 1974, 131 (86%) had graduated or were still active. Four never attended ODU after receiving program approval in advance, and only 17 are listed as inactive. These figures do not include the few students who transferred to other departments of the University after their programs were approved, since a

TABLE 3

RESPONSE TO MOTIVATION QUESTION*
BY CONCENTRATION CATEGORY

Concentration	Motivation Improved	Grades Improved	Better Student	Any of Above	None of Above
Counseling/S.W.	16	7	10	18	1
Unique	10	6	7	10	0
Anesthesia	3	2	2	5	4
Art/Psych.	4	4	5	7	1
Advert/Comm	6	4	4	6	1
Tech. Mgmt.	5	1	3	5	0
Other Business	4	2	2	5	0
Urban Studies	3	2	3	3	0
Biol. Illust.	1	1	1	1	1
Other Health	2	1	1	2	0
Instruc. Media	0	0	0	0	1
Total	54	30	38	62	9

*After entering IDS (check those which apply)

___ My motivation improved

___ My grades improved

___ I became a better student

___ None of the above

good count of such students is not available. In the last three years, the program's retention rate has varied between 86% and 90%.

When the nine graduates who had checked none of the motivational measures were examined in more detail, it was discovered that four of them were graduates of the certificate program in nurse anesthesia mentioned previously. These students tend to be highly motivated individuals to begin with, since they have already earned R.N.'s and worked in critical care nursing for two years or more. The bachelor's degree is an optional bonus for those students whose primary orientation is toward the anesthesia certificate. (See Table 3.)

A measure of retention was provided by the question "If there had been no IDS program, I would have" followed by the choices "dropped out of ODU," "never attended ODU," "transferred to another college," and "stayed and majored in _____." Of 70 respondents, 36 stated that they would have stayed, while 34 stated that they would have dropped out, transferred, or never attended. If these statements are taken at face value, the institution would have lost nearly half of Interdisciplinary Studies students without the IDS program. While these answers may simply be reflective of the graduates' general enthusiasm for the program, the pattern of the answers suggests that they are generally honest. The two groups for whom the program provided the only route to a bachelor's degree in their field - those aiming for counseling or social work and those in the nurse anesthesia program mentioned above - were the least likely to claim they would have stayed. Students with alternative routes to enter their chosen field were likely to claim they would have stayed. Of those in business related fields, 65% would have stayed and majored in something other than IDS, usually business. Of those combining art with a science - scientific illustration or art therapy - two-thirds would have stayed and majored in art or science.

The one group whose answers were most surprising were those whose programs were unique, unlike any which had been accepted before or since. This group is obviously not defined by the member's fields of interest, and indeed, since each student's program is individualized, placement in this group is somewhat arbitrary. However, these graduates are characterized by more individualism and tenacity than most and are among the most enthusiastic supporters of the program. Even so, six of these ten students would have stayed and majored in something else. Judging by the distribution of answers to this question, then, it is likely that the respondents' answers to this question not only reflect their support for the program but also provide a measure of its retaining power. (See Table 4.)

Senior Projects

One of the most distinctive features of the IDS program is the requirement that the student design and perform a senior project which utilizes the major disciplines in the concentration area. Senior projects have included the construction of a three dimensional world map, the writing of a computer assisted instruction program, chemical studies of spermatic fluid, and papers on a variety of subjects; but the majority

TABLE 4

RESPONSE TO RETENTION QUESTION*
BY CONCENTRATION CATEGORY

Concentration	Would Have Dropped	Transferred	Never Entered	Stayed	Total Not Stayed
Counseling/Social Work	2	7	4	6	13
Unique	1	0	3	6	4
Anesthesia	2	0	3	4	5
Art/Psych	0	1	2	4	3
Advert/Comm.	0	2	0	5	2
Tech. Mgmt	1	0	1	3	2
Other Business	0	2	0	3	2
Urban Studies	0	2	0	1	2
Biol. Illust.	0	0	0	2	0
Other Health	0	0	0	2	0
Instruc. Media	0	1	0	0	1
Total	6	15	13	36	34

*If there had been no IDS program, I would have

___ Dropped out of ODU ___ Never attended ODU

___ Transferred from ODU ___ Stayed and majored in _____.

of the students choose some sort of internship. Sixty-one percent of the respondents performed internships, a lower proportion than in the whole population due to the relatively low number of counselors and social workers who responded.

Of those who performed internships, nearly half (49%) attributed at least one job offer to the internship. About one-third of the job offers were from the agencies or organizations which had provided the internships; another third were due to the contacts the student made while interning; and the last third were due to the graduate having had experience when he or she went job hunting.

Those who have offered internships have been almost unanimously pleased with the performance of IDS students, finding them reliable, self-initiating, and enthusiastic. One reason for this success is that the program requires the students to find and design their own internships, subject of course to departmental approval, so that they have a stake in the position when they undertake it. They have had to seek out opportunities and to negotiate the content of the internship with the offering organizations. This system, while almost forced upon the Department due to the diversity of student programs, seems to work more effectively than programs in which agencies provide slots to departments to fill. Then the internship becomes an assignment instead of a hard-won opportunity.

Respondents were given the opportunity to comment on their senior projects. The question was open-ended so the tabulation was necessarily interpretive. Apart from those related to securing employment, the most frequent response was that the senior project had given them personal satisfaction. One woman wrote that the senior project provided her an opportunity to carry out a program she had always dreamed of doing; a man noted that his project provided evidence for what he had been telling his boss for years. Many said that the personal satisfaction was particularly important to them; 36% mentioned personal satisfaction in some way.

The second most frequent response (27%) was that the senior project helped them make a career decision. Many wrote that the experiences, especially internships, confirmed their career choice; they had been preparing to do something they actually enjoyed doing. Four of the nineteen who made a response in this category changed their career directions because of the internship experience. Three of these had combined art and psychology hoping to become art therapists. Because of their internship one switched to counseling; another to mental retardation; and a third to art education. Another student who had planned on public administration decided on the private sector instead.

Other benefits of the senior project mentioned by the graduates were that they gained useful skills or knowledge, that it provided experience, that they gained self-confidence, that it helped them decide to go to graduate school, that it helped them to get into graduate school or was useful there, that it gave them self knowledge, and that they learned to motivate themselves.

Employment

While one-half to two-thirds of the national class of graduating seniors enter jobs related to their undergraduate majors, IDS students do much better: 85% of them reported such success (not counting two graduates who were voluntarily unemployed). Surprisingly, this percentage is apparently not aided by the number of respondents who were already working in their fields when they designed their programs. Assuming that older students would be more likely to be so employed, age at graduation was used as a proxy variable. Surprisingly, those under 26 at graduation reported securing a position related to their field slightly more often (85% to 82%) than those 26 and over.

A second possibility to account for this success rate is that having at least two disciplines in the graduate's concentration area makes more jobs related to at least part of that concentration area. A graduate might report such a position as related. Only five such cases were discovered: three graduates whose programs included some business courses were not using another of their disciplines in their employment and two were working in fields related to only one of their disciplines. Even so, the percentage drops only seven points, from 85% to 78%.

It is more likely that this success rate is due to several factors. In designing their programs the students become committed to their chosen occupations so they actively seek jobs in their fields. Secondly, the internship which many of them perform as a senior project both commits them to their fields and helps them gain employment in it. Third, the students are to some extent self-selecting: students with low goal-orientation or with little perseverance are unlikely to apply to IDS.

The category in which the most students failed to obtain jobs related to their concentration areas, after the adjustments mentioned above were made to their self-reported answers, was the somewhat artificial one which included programs in advertising, public relations, and communications. Only two of these seven students got jobs related to their majors; the other five, however, reported earning an average $19,000 per year, and include a farmer, navigator, clerk, systems analyst, and restaurant manager. Other fields in which students had low rates of obtaining related jobs were urban studies and biological illustration.

The most lucrative field for IDS students was, far and away, anesthesia. Those who combined anesthesia with another discipline such as education or management reported earnings from $24,000 to $48,000 per year and averaged $33,000. It must be noted, however, that most of this earning power is due to their anesthesia certificate rather than to their bachelor's degree. Among the remaining categories which included at least five respondents, those who had designed programs in advertising/ communications and technical management earned an average of $20,000 and $19,200, respectively, followed by those with unique programs, art and

psychology, counseling and "other business." The last is the least successful group in monetary terms, averaging only $12,000 per year.

Overall, IDS graduates reported earning an average of $18,700 per year, with incomes ranging from $8,700 to $48,000. These figures include only the 57 graduates who reported their incomes; eleven did not fill in the blank. At least 44% of them supervised other people. (See Table 5.)

The graduates were asked in open-ended questions whether the IDS degree was helpful in getting a job and whether it provided them with skills, knowledge, or insights they would not have received in a conventional major. Since the respondents' main principle in responding to open-ended questions seems to have been free association, answers to these questions were found in the responses to other questions and to notes appended to the questionnaires. There was no hope of determining why or even whether they felt they had gotten a better education in IDS than in a conventional major. They were, however, very enthusiastic about the education they had received.

Among the 54 graduates who responded, the most frequent response (41%) was that the program had enabled them to gain a broad background which was useful on the job. This answer was extremely common (72%) among the graduates in counseling and social work, whose jobs require a broad range of science knowledge. The second most frequent response (26%) was praise for the core courses of the program, in particular the systems approach taught in the introductory course, or for the experience of designing their own program as a step in their education. About one-fifth of those responding (19%) mentioned that recruiters or prospective employers were impressed with their self-designed programs. One amplified this answer by adding that it showed the ability to plan and the perseverance to carry it out; another, that it showed flexibility and a broad background; a third, that it gave her the edge over the competition. One-sixth gave the fourth most frequent response, that the degree was tailored to their job objective. The fifth most frequent response was given only by students who had designed programs combining anesthesia with another discipline. Two-thirds of them remarked that the second discipline would benefit their careers in the future.

Further Education

Almost two-fifths of the respondents enrolled in gradaute programs. Several others were accepted, but did not enroll. One is completing her Ph.D. in linguistics at Georgetown. Another, whom the survey did not reach, is known to have enrolled in a Ph.D. program at the University of North Carolina. Among the categories with at least five students, those in counseling and art/psychology are the most likely to have enrolled in graduate school (63% and 50%, respectively): the positions for which bachelor's degrees qualify such students are often neither well-paid nor satisfying. Three of the ten students with unique programs enrolled, as did five of the eight who were placed in categories with fewer than five members (urban studies, other health, biological illustration, and instructional media). Those most likely not to continue were the anesthesia students and those with business related

TABLE 5

RESPONDENTS ENROLLING IN GRADUATE
SCHOOL AND AVERAGE SALARY
BY CONCENTRATION AREA

Concentration	Number of Respondents	Enrolled in Grad. Sch.	(%)	Number Giving Salary	Average Salary
Counseling/S.W.	19	12	(63)	16	14,500
Unique	10	3	(30)	5	17,600
Anesthesia	9	1	(11)	8	33,000
Art/Psych	8	4	(50)	6	15,400
Advert./Comm.	7	1	(14)	6	20,000
Tech.Mgmt.	5	0	(0)	5	19,200
Other Business	5	1	(20)	4	12,400
Urban Studies	3	0	(0)	3	18,400
Biol. Illust.	2	0	(0)	2	10,800
Other Health	2	2	(100)	1	20,900
Instruc. Media	1	1	(100)	1	29.000
Total	71	25	(38)	57	18,700

programs. None of the students in technical management went on for graduate degrees. (See Table 5.)

The students most frequently went to graduate school in Virginia or the District of Columbia, but they were accepted by schools as distant as NYU, Lesley College, Goddard College, the University of Wisconsin (Madison), the University of Hawaii, and the London School of Economics. It is clear that Interdisciplinary Studies is not a terminal degree.

Professional Accomplishments

Graduates were asked to list their publications, workshops, courses, or in-services they had given, plus other ways in which they had been educators in their fields. The response was astonishing. Of 68 respondents, 42 put down at least one item, usually more than one. A total of about 100 items were recorded, some of which used the plural or words such as "many"; thus, probably more than 200 such activities were represented.

Twelve students had publications ranging from scholarly papers in linguistics to a newspaper tax column to articles in national sports magazines. Many had given in-services or workshops in their fields, especially the counselors, anesthetists, and the art/psychology graduates. Ten of them taught or lectured on the college level, most frequently at community colleges, but also as teaching assistants and faculty members at senior institutions.

Unsolicited Testimonials

The University guidelines for program review do not include questions about graduates' satisfaction with the program, but deal instead with their subsequent educational and professional successes. Consequently, no question on the questionnaire dealt explicitly with the graduates' overall satisfaction with the program, but very nearly half (48%) added comments to the questionnaire in the margins, on the backs of pages, or on separate pieces of paper. For the most part, these were not just a few words or a sentence or two; 79% of those who commented at all wrote notes several sentences long.

One student wrote me a two page letter explaining that the questionnaire asked the wrong questions; that the IDS program "is for people that have dreams and hopes that just don't fit the mainstream of the college campus"; that personal growth, learning, and enthusiasm are the benefits he received from college; and that he therefore tore up the questionnaire. Another student lectured me in the same vein, but she answered the questions. A third student was so incensed that the University would even consider terminating the program, that upon reaching the second open-ended question, he was unable to contain himself any longer. "The senior project is not the point here," he replied, and went on to explain that he had a job due solely to IDS and that four of his friends - two with business degrees - were still sending out resumes. He then offered to speak to anyone or to write a formal letter

if requested. Another student wrote to me for her final grade point average and rank in class so that she would have more ammunition when she filled out the questionnaire. Several appended notes that began "to whom it may concern."

The unsolicited testimonials made a variety of points. Many (53%) of the testimonials wished the program well or asked if there were anything else that they could do. Over forty percent included personal information. The same number explicitly said that the University should not discontinue the program (which was, of course, the sense of most of the comments). One-third (32%) said that IDS was for students who were in some way unusual: the non-traditional student, the one with dreams, the one who wants to expand horizons, the student with a specific direction in life. Several commented that versatility was important in today's economy (18%), that they had enjoyed the program (18%), or had words of praise for the director (21%).

A number wrote in the following vein:

> I found this program to be most helpful and a major motivating factor in my college career. I feel that the opportunity to create my own coursework to go towards my degree was putting more responsibility on me, the student, and therefore created a greater degree of independence in me and my choices for the future. It was a self-strengthening program as well as educational.

The horticulture student mentioned above explained why her self-designed internship-based program was superior to the formal undergraduate programs in that field which had been taken by the graduate students she supervises in research projects as technician at the University of Georgia. After mentioning her accomplishments and publications she concluded that "success stories like me are why it (the IDS program) was designed in the first place."

Not all graduates were achievers in the conventional sense. One free spirit wrote that he was not "much of a benefit to your poll to reassure the status of the IDS program." He listed among his professional accomplishments his status as delegate to the National Hobo Convention.

Conclusion

The graduates of the Interdisciplinary Studies program are overwhelmingly satisfied with it. They were motivated by the program while they were in undergraduate school. Their senior projects afforded them a great deal of personal satisfaction and often resulted in job offers. The employment they undertook was generally in the field of their concentration area; and they seem to do well financially in their fields. An IDS degree appears to be no hindrance to admission to graduate school and a high percentage of graduates go on to seek such education. Many already have impressive professional accomplishments.

It is apparent from their unsolicited testimonials that they feel strongly about the program.

The success of the Interdisciplinary Studies program seems to be due largely to the values of autonomy and independence by which it is structured. The application process itself, despite the great deal of personal attention and advice available to the students, requires them to contemplate their futures, interests, and talents and design a program for themselves. The introductory course provides a model for planning and problem solving and requires the application of that model in a group project. The senior project again throws the students on their own resources in designing a solution to a problem which has only two requirements: that it be appropriate to their concentration area and that it provide some means of evaluation.

The students themselves are of course the magic ingredient which makes the program work. Those who are too conventional or too dependent cannot create and justify a proposal for striking out on their own. The ones who do graduate from the program range from those with the courage to face the terror of designing and going their own way to those who eat up the opportunity without thinking twice. It is no surprise that after they graduate they carry their self-reliance into the world and make a success of their lives.

TEN YEARS OF AN INDIVIDUALIZED NON-TRADITIONAL PROGRAM: GEORGE MASON UNIVERSITY'S BACHELOR OF INDIVIDUALIZED STUDY

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George Mason University's Bachelor of Individualized Study (BIS) Degree Program was the first individualized, non-traditional degree program among Virginia public colleges and universities. It was developed by the Division of Continuing Education in response to specific encouragement [to develop such programs] given to state universities by the State's Council of Higher Education. Preparation for the program began in 1973 and the first class of BIS graduates received their degrees in 1976. Other programs similar to George Mason University's BIS degree have since been developed at James Madison University, Mary Washington College and Virginia Commonwealth University.

Nature of the Program and Administrative Structure

The BIS degree program offers mature students an alternative to structured, traditional, baccalaureate degrees. It provides each student, guided by a George Mason University faculty adviser, an opportunity to design individually a course of study which serves individual needs and complements individual interests. The program allows liberal transfer of credits earned at other accredited institutions and provides other procedures to translate knowledge gained from prior experiential learning or self-education into academic credit.

The program is administered by the Director of Individualized Study Degree Programs in the Division of Continuing Education. The Dean of the Division of Continuing Education is the academic dean for students enrolled in the program. Academic policies related to the program are established by the BIS Advisory Committee, a University Faculty Standing Committee elected by the Faculty Senate. The Dean of the Division of Continuing Education and the BIS Director are responsible for the implementation of policy established by the BIS Advisory Committee through the Faculty Senate. The University Faculty Senate approves the candidates for the BIS Degree.

The following BIS Concentration titles illustrate the kinds of academic programs that have been developed by BIS students:

American Folk Culture
Art Therapy
Aviation Management
Community Resources Program Development
Computer Applications to Health Care
Consumerism
Corporate/Community Relations
Economics of Politics

Eighteenth Century Medicine
Environmental Design
Graphic Arts & Photography
Health Care Program Administration
History of Private Enterprise
Interpretive Naturalist
Investments & Commodity Trading
Liturgical Music
Medical Illustration
Meteorology & Oceanography
Museum Management
Philosophy & Psychology of Sports
Procurement & Grants
Psychology of Marketing
Senior Citizen's Communities
Therapeutic Recreation in Gerontology
Women's Studies
Writing for Government

Curriculum Structure of the BIS Program

The main component of the BIS Degree Program is the individually designed BIS Concentration. This is the student's individualized major, which is designed in conjunction with a faculty adviser. A minimum of 30 semester hours must be included and at least 12 of the 30 hours must be upper division credit.

A second component is a three credit individualized study project related to the BIS Concentration. Successful completion of this project requires a minimum grade of C assigned after evaluation of the project by the student's BIS Project Committee. Projects often take the form of extensive research papers although a surprisingly large number of projects do not. BIS students have completed internships, staged art and gymnastic exhibitions, produced video cassettes, published articles, run counseling workshops, established neighborhood coalitions, constructed engineering hardware models, copyrighted computer programs, passed CPA exams, designed park facilities, and researched genealogies as culminations to their BIS programs.

A third part of the BIS program is the 24 credit General Education Requirement. It requires students to complete a minimum of 6 hours in each of the following areas: English Composition, Humanities, Mathematics or Sciences, and Social or Behavioral Sciences.

The remainder of the student's program, which must total a minimum of 120 hours, may be electives, although in many cases BIS students enter the program with few, if any, electives remaining. The total amount of remaining coursework will vary based on the actual number of hours required in the BIS concentration and based on other provisions, such as a requirement that a minimum of 30 hours of coursework be completed within the Northern Virginia Consortium for Continuing Higher Education. (The Consortium includes George Mason University, the host institution,

Marymount College of Virginia, Northern Virginia Community College, the Northern Virginia Centers of the University of Virginia and Virginia Polytechnic Institute and State University, and Strayer College.)

Admission to the BIS Program

Applicants to the BIS Program must have graduated from high school at least eight years earlier. This provision helps insure that students have acquired a significant amount of life experience since high school graduation. They must also have completed the equivalent of 30 semester hours of college credit with a minimum grade of C. At least 15 of the initial 30 hours required to be eligible for the program must have been earned through conventional classroom instruction. These two eligibility requirements, taken together, help insure that the student has the intellectual maturity to design an individual program.

Students fill out an application to the BIS Program after an initial session (of approximately forty-five minutes) with a BIS Counselor. Application deadlines are January 1, April 1, July 1, and October 1 of each year. Although a student may apply to the BIS Program before applying to George Mason University, only students admitted to the University can be accepted into the BIS Program. Students are notified of their acceptance or denial by the last day of the month following each deadline. Acceptance into the BIS Program is conditional until the student obtains a faculty adviser and a signed educational contract. Although the BIS Director and BIS Counselors assist the student in this process by suggesting names of possible advisers, finding a faculty adviser remains the responsibility of the student.

Acceptance decisions are based on the Program Director's assessment of the following factors:

1. the individualized, non-traditional nature of the course of study desired by the applicant
2. clarity of goals and sense of purpose on the part of the applicant
3. the applicant's prior academic performance
4. evidence of the applicant's initiative and ability to work independently
5. the availability of academic advisers who are generally knowledgeable in the proposed non-traditional field
6. potential utility of the non-traditional degree for the applicant
7. the availability within the Consortium of courses relevant to the proposed field of study

In making acceptance decisions, the Director also seeks to have a balance of departments and disciplines represented in the BIS Program.

In general, a non-traditional, individualized course of study is defined as one not offered through established academic departments at George Mason University.

Credit Evaluation Policy

Official transcript evaluations are completed for BIS students after they have been formally admitted to the university and after they have applied to the BIS degree program. Credits are accepted from institutions that are accredited by the seven major regional accrediting associations. Credits of a student transferring from a college accredited by accrediting bodies recognized by the Council on Postsecondary Accreditation (COPA), but other than one of the regional associations, are tentatively evaluated upon admission, in accordance with general University policy for all programs. This tentative evaluation may result in transfer credit after the performance of the student at George Mason has been established (that is, after successful completion of 12 hours of George Mason University coursework). As of 1980, vocational and technical courses transfer into the BIS Program only if, in the judgement of the BIS Director, the credits are related to the student's core of study. For example, technical aviation courses will only transfer for a student with a study concentration in a field such as Aviation Management. Credits from foreign colleges and universities are referred to the University's Office of International Programs and Services for evaluation.

Credit by Examination

Students may earn credits through CLEP and DANTES examinations and through ACT-PEP exams in Foreign Languages. CLEP scores must be official test results received directly from the Testing Service. Credit awarded by other universities on the basis of CLEP examinations is not considered for transfer credit. While CLEP Subject Examinations are accepted based on performance and credit hour recommendations established by CLEP, CLEP General Examinations are granted one-half of the credit recommended by CLEP if the student scores in the 80th percentile or higher. Students may also earn credit by passing various proficiency and challenge exams offered by academic departments at GMU.

Credit is also granted for coursework assessed by the American Council on Education in the National Guides to Educational Credit for Training Programs and National Guides to Evaluation of Educational Experiences in the Armed Forces. Credit is granted for coursework only, not for military occupational specialities (MOS).

The BIS Program allows a limited amount (4 semester hours) of credit for prior experiential learning demonstrated by portfolio assessment. The faculty member can assess the portfolio individually or assemble a committee for guidance. A standard Competency Evaluation Form is used by the faculty to determine the extent to which a student comprehends certain content; the extent to which he or she can apply general principles in the field to specific situations; and the extent to which the student can analyze and synthesize concepts in the areas of competency.

A student may earn a maximum total of four credits, even if the student has numerous areas of expertise in which knowledge equivalent to college credit could be determined. Credits are entered on the student's evaluation and transcript as "Prior Experiential Learning" without designation of the competency; the credits awarded are graded "Pass". Credit for experiential learning may be counted in the BIS Concentration; upper division experiential learning credit may be counted toward all appropriate upper division requirements. Experiential learning credit based on portfolio assessment cannot be transferred into the BIS Program from other institutions.

Role of the BIS Office in Student Advising

The BIS staff guides students in all stages of their progress through the BIS Program. The professional staff consists of a Director who holds faculty rank, and two part-time counselors who are required to hold Master's Degrees in Counseling, Psychology or Education.

In regard to academic advising, the role of the BIS Office is limited to advising students in the areas of general education requirements and in elective coursework. The BIS Office offers advising in the areas of the student's BIS concentration only until the student obtains a faculty adviser. Students who are counseled in their areas of academic concentration by the BIS office are cautioned that ultimately only a faculty adviser may make a final determination of which courses may apply toward the BIS concentration.

Students are urged to find an academic adviser immediately after their acceptance into the BIS Program. Acceptance into the program is conditional until an Educational Contract is signed by the student and by a faculty adviser and processed through the BIS office. The BIS office may suggest names of potential faculty advisers to students, but finding an academic adviser remains the responsibility of the student. BIS faculty advisers must be full-time faculty at George Mason University.

When BIS students find a faculty adviser and obtain a signed Educational Contract, the adviser serves as the student's primary source of academic guidance.

The Faculty Adviser and Educational Contract

The BIS adviser, a member of the full-time faculty of George Mason University, provides academic guidance to the BIS student in three important areas: in the design of the BIS Concentration; in the supervision of the BIS 490 Project, and in the evaluation of credit earned through experiential learning.

Once a faculty member has agreed to advise a BIS student, the student and adviser discuss the student's background and educational goals. This discussion results in an educational contract which is, hopefully, a joint effort between student and adviser.

The Contract must include a minimum of 30 semester hours which may include some coursework already completed. Any type of credit acceptable toward the BIS program may be applied toward the BIS Concentration, provided that no more than 6 hours of D may be offered in the Concentration. Three examples of completed BIS Concentrations follow.

VISUAL AND VERBAL COMMUNICATION

Psychology	- Introduction to Education Psychology
Education	- Audio Visual Education
	- Production and Utilization of Instructional Material
	- Story Telling
Arts	- Art for the Elementary School
	- Design
	- Introductory Art
	- Intermediate Art
	- Museum Resources
English	- Technical Writing
Social Work	- Interpersonal Communication Lab
Communication	- Group Discussion
	- Nonverbal Communication
	- Organizational Communication
	- Independent Study: Directed Readings in Group Dynamics

PRE-LAW

Legal	- Overview of Legal Processes
	- Legal Research
	- Law Office Management
	- Trial Practice
Business Administration	- Business Law I,II,III
	- Applied Business Statistics I
Administrative Justice	- Administration of Justice
Government	- Public Law and the Judicial Process
	- Contemporary Constitutional Issues
Business/Legal	- Legal Environment of Business
Accounting	- Federal Taxation University
	- Family Law

PUBLICATION PRODUCTION MANAGEMENT

English	- Creative Writing
Sociology	- Sociology
Psychology	- Psychology
Journalism	- Journalism (Media)
Speech	- Speech

Business	- Financial Accounting
	- Introduction to Data Processing
Commerce	- Introduction to Management
	- Human Behavior in Organizations
Information Systems	- Introduction to Information Systems
Social Sciences	- Psychology of Leadership
	- Industrial/Organizational Psychology
Speech	- Public Speaking
Arts	- Design I
	- Introduction to Graphic Skills
	- Typography I
	- Graphic Techniques I
Industrial Engineering	- Safety Program Organization & Administration
	- Work Place Maintenance

The BIS 490 Project

The BIS 490 Project is an individualized three credit project which the BIS student completes in his or her last semester under the supervision of the faculty adviser. The 490 Project may take a variety of forms, but it is required that the Project relate to the student's BIS Concentration. It is also intended that the Project be the culmination of the educational experience of the student; that is, that it help the student synthesize learning that has previously taken place, particularly the learning reflected in the BIS Concentration on the Educational Contract.

As BIS students work in numerous fields of study, the range of project possibilities is wide. Project possibilities include a research paper, an original work of art, field work, an internship, a survey, a hardware model, a design of a course, a draft of legislation, etc. The project is not a thesis; however, if the project is a research paper, it is expected that the paper entail more work than a term paper normally submitted in partial fulfillment of a three-credit course. Additional guidelines for students engaged in Participatory Projects, such as internships and practicums, are available.

The BIS Project is evaluated by a committee of three individuals: the BIS faculty adviser (the signer of the student's educational contract), a second individual selected by the faculty adviser, and a third individual selected by the student. The main faculty adviser is required to be a member of the full-time teaching faculty at George Mason University. The two second readers may be part-time faculty and they need not be affiliated with George Mason University. The two second readers must have some demonstrable expertise in the content area of the BIS Project.

Outstanding BIS 490 Projects may be nominated by advisers to be considered for recognition at the University's Annual Student Award

Ceremony in the catagory of Outstanding BIS Project in the Public Interest or Most Creative BIS Project. A third award for which the Director and Counselors may nominate students is for Academic Excellence in the BIS Program.

Faculty members who advise three BIS students who graduate within a three year period are eligible to claim a one-course teaching reduction. The course reduction must be taken within two semesters following graduation of the third student.

Statistical Profile of the BIS Student and Program

Based on the 275 students accepted into the BIS Program between July 1981 and July 1983, the average age of BIS students is 35; about 14% are 45 years of age or older. Less than 25% of BIS students are presently married, although most have been married at one time. Approximately 11% of BIS students are members of minority groups or are foreign students.

Females are 68% of these recently admitted students; males 32%. The proprtion of female students in the program reflects two factors: (1) the fact that females more often than males have had to disrupt their educations when they changed residence, and thus are better able to benefit from an individually designed curriculum, and (2) the proportion of female students in general at the University (54% of full-time students, 58% of part-time students).

The typical BIS student has transfer credit from two colleges other than George Mason University; about 20% have transfer credit from four or more colleges. Most have transfer credit from out-of-state, four year institutions, and almost half have taken some coursework from Northern Virginia Community College. On average, a BIS student enters the program with approximately 60 hours of transfer credit (30 hours are required for entrance to the program).

A study conducted in 1981 by Edward Lane, a BIS student, supervised by Professor Louis Buffardi, Psychology, and undertaken through the University's Office of Institutional Analysis, showed BIS students have a higher GPA (3.08) than students in traditional programs (2.85). The study controlled for age by looking only at students at least 23 years of age, and compared grades on a course-by-course basis, thus controlling for differences in courses taken.

Since the first BIS student graduated in 1976, 524 students have earned BIS degrees. Due to increased selectivity in admission to the program, the number of students in the program has remained at approximately 410 over the last three years. About 200 BIS students are registered in classes at George Mason University in any given semester. Others are taking coursework with permission at Consortium institutions or are inactive for a semester.

Approximately 100 students are accepted into the BIS Program each year. These 100 students replace those who have graduated, as well as

those who have changed majors from BIS, have withdrawn from the University, or were administratively discontinued in the program following three years of inactive academic status.

The 100 applicants admitted to the program are selected from over 500 students counseled about the program each year. During the 12 months ending July, 1983, for example, the BIS Office counseled 581 students who were interested in the BIS Program. Of these 581 students, 100 were eventually accepted into the BIS Program. Students not considered appropriate to apply to the BIS Program and those formally denied admission were referred to traditional programs, to various student counseling offices, or on occasion, to other institutions.

The Program Within the Institution

George Mason University, an institution in a suburban setting twenty miles west of Washington, D.C., had only been an independent four-year college for nine years when the BIS Program was implemented in 1975. The 5000 student liberal arts college offered an undergraduate curriculum for a day-time commuter population. During the 1970's the institution expanded its graduate offerings and through leadership from the Office of Extended Studies, (now Division of Continuing Education) off-campus, adult, part-time evening offerings were greatly increased. When the State Council of Higher Education encouraged the development of non-traditional baccalaureate programs, George Mason University's Office of Extended Studies was the first public institution to respond. Two years later the Bachelor of Individualized Study Degree Program was in place.

Non-traditional degree programs exist in an uneasy environment in traditional institutions; indeed perhaps they should if they are worthy of the non-traditional label. George Mason's new program was no different. The non-traditional Bachelor of Individualized Study Degree Program has at times generated controversy at an institution which has been quite traditional in structure. Controversy centered on several issues. These issues included the amount and type of credit granted for non-university coursework and prior experiential learning. Many faculty erroneously assumed that credit was granted for military experience, per se, rather than for military coursework accredited by the American Council on Education. Even at present, George Mason University does not grant credit for Military Occupational Specialities (MOS). The portfolio assessment process was not well-understood by faculty and, again, faculty assumed incorrectly that academic credit was given without proper evaluation.

A second major focus of misunderstanding was the fact that the early program only slowly developed a real sense of purpose in serving non-traditional adult students, or those students confronted with obstacles in obtaining a traditional degree. Understandably, the program reached out to many adult students who were simply frustrated with the standardized daytime curricula offered to traditional young adult students. Unfortunately, many of the traditional faculty interpreted

this accommodation to adult students as a sidestepping of traditional program policies and requirements.

This highly generalized dissatisfaction found specific targets in particular provisions of the programs. Two such provisions were the acceptance of transfer credit in which D's had been earned and the time interval between a student's acceptance into the program and the obtaining of an educational contract. The latter issue was largely a product of faculty concern about the program itself, as the reluctance of some faculty to become involved with the program was the main reason students in some fields could not easily find faculty advisers to negotiate educational contracts.

As the program and the University matured, a mutual accommodation was reached between the non-traditional program and the traditional faculty. The group of faculty who were strongly supportive of the program grew as more and more faculty acknowledged from first-hand experience that the new wave of returning adult part-time and evening students were not being served by being placed in freshman level courses in areas in which they had career experience. Meanwhile, feedback from other students reduced the number of new students expressing an interest in concentrations related to the highly structured, traditional programs --those programs in which advisers of non-traditional students were most difficult to find. Several intensive reviews of the program by committees composed of traditional faculty found the program academically sound and well-administered. The conversion of the program's coordinator from a staff position to a teaching faculty position also strengthened the image of the program. The transfer of grades of D, which had served as a red flag to many traditional faculty, ceased, although treatment of grades of D earned within the Consortium, as if earned at the University, continued, with faculty approval. Meanwhile, other non-traditional aspects of the program broadened through negotiation with academic departments, which resulted in the granting of college credit for some credentials, such as Hospital School Nursing Diplomas and Medical Technician certifications.

In hindsight, the accommodation reached between the traditional faculty and the non-traditional baccalaureate program was achieved in large part through increased communication about the degree. Traditional faculty were usually strongly supportive of the program after they acquired an accurate image of the program's goals and how it operated. A deliberate effort to involve the traditional faculty in the process of making acceptance decisions on applicants also increased faculty awareness of the need for the program. This involvement was fostered by soliciting advice from faculty on acceptance decisions when the student was not clearly either traditional or non-traditional. In the process of reviewing student files, faculty saw first hand the exceptional nature of non-traditional students and their need for individualized programs. Most often, the outcome of this involvement was a recommendation that the student be admitted to the non-traditional program.

Directions for Further Development of the Degree Program

In addition to its own internal evolution, the BIS Program in the future will be strongly shaped by the development of the still rapidly-growing University within which it is housed. Priorities for the degree include expansion of the amount of credit for prior experiential learning and the negotiation of additional credit equivalency standards for students who have completed college-level non-traditional certificate or training programs. Another possible new direction for the program is exploration of televised courses for credit through an on-campus cable network, campus-generated broadcast, or affiliation with an established consortium for televised credit courses.

The most promising new direction for the program is in an area undergoing rapid evolution. This is the merging of the university's interests with the rapidly developing high technology corporate environment of Northern Virginia. In Fairfax County alone, where George Mason University's main campus is situated, 424 firms employing 31,500 people are classified as high technology employers. The BIS Program is the degree program most flexible in accommodating individuals who have substantial corporate-sponsored education and training in non-university settings, a phenomenon that characterizes employees of many high technology firms. The BIS degree program hopes to be in the forefront of integrating university and corporate training into an appropriate educational package.

A NON-TRADITIONAL INTERDISCIPLINARY PROGRAM FOR TRADITIONAL AND NON-TRADITIONAL STUDENTS

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Introduction

This paper summarizes an interdisciplinary undertaking by the faculty in the College of Arts and Sciences at Bloomsburg University. Because it is designed to address the needs of both regularly admitted traditional students and non-traditional extended programs students, it is being coordinated by the Dean of the College of Arts and Sciences and the Dean of the College of Extended Programs.

The three-component interdisciplinary model was developed to address academic program and career planning problems faced by both traditional and non-traditional students. Each of the three components represents an effort to improve the academic advising process for students by integrating career-related interdisciplinary advisement with more traditional advising which focuses on academic major and general education goals. The rapidly changing needs of society and perceptions of the role of colleges and universities in addressing those needs had led to a crisis in higher education generally and in student advising in particular.

The first component of our model is the career concentration. It is designed for traditional students, builds upon existing general education and major discipline requirements, and consists of a secondary advisement system analogous to what many institutions use for pre-law and pre-med students. The extensions of these career concentration packages to non-traditional students comprises the certificate component of the program. The extensions beyond the career concentration recognize the possible need for student development which is addressed by general education requirements for the traditional student. The third component of this model is a Bachelor of Arts in Applied General Studies degree for non-traditional students. The course work prescribed by each career concentration or certificate program represents the major portion of the core for the options in this degree program.

Now that we have presented an overview of the model we will take a more detailed look at the problems it is designed to address, the context into which the model is being placed, and concrete examples of each component.

Problems Addressed

As Fuhrmann and Grasha (1983) point out, two major reforms or emphases have developed in higher education during the 20th Century. The

first is the scientific or intellectual view with an emphasis on research and the development of new knowledge. The second divergent viewpoint from the liberal education view of the 19th Century is the utilitarian or vocational philosophy. The increasing concern with vocational goals during the last decade has created a number of problems in higher education from both an institutional perspective and that of the student. From an institutional perspective, the problem has been one of altering the major curriculum and decreasing the quality of academic majors. Rather than insuring a high level of fluency in major disciplines such as Economics, Psychology, Biology, Communication Studies, and Mathematics, colleges and universities changed courses and major requirements to appear more vocationally oriented. Majors such as those above became Business Economics, Human Services, Allied Health Sciences, Mass Communication, and Computer Information Systems. A related problem from an institutional viewpoint is how to increase the number of resources. Retrenchment and faculty retraining have become topics for discussion on campuses and at conferences.

The shift in major program titles and content with little change in the organization of the college catalogue has created problems for the traditional student and his/her parents. Admission materials and catalogues place a heavy emphasis on the selection of a major. The traditional student and his/her parents go in search of the major which will assure the student of a job after graduation. College and university literature has helped traditional students and their parents develop the perception that there is a direct relationship between the major selected and the career or profession the student will have five to ten years in the future. There has been a failure on the part of most institutions of higher education to help traditional students and their parents to examine separately general education, fluency in an academic discipline, and preparation for entry into and mobility in the work world.

Problems also exist from an institutional and student perspective in meeting the needs of the rapidly expanding population of older non-traditional persons enrolling in college courses. The five-year trend from the mid-1970's to the early 1980's shows an increase in college enrollments of 21.9% and 36.8% for 25 through 34-year olds and over 35-year olds, respectively. It is important to note, however, that the 21.9% increase for the 25 through 34-year old population consisted of a 1.2% increase in full-time students and a 40.7% increase in part-time students. Similarly, the 36.8% increase in college enrollments for the population aged 35 and over consisted of a 9.1% increase in full-time students and a 43.8% increase in part-time students (Magarrell, 1981).

Consider two types of students from this non-traditional population. The first has no college degree; nor does she have the time or resources to obtain a baccalaureate. She is working in a home for the elderly and wants to increase her chances for a promotion there. How can an extended program office help her? A second student received her B.A. degree with a major in history and has been working in a mental health center. She would like to advance her career in that area but had little exposure to courses which gave her the skills or understanding for

increased responsibility at the center. Are graduate programs the only option? Many universities have responded to the increased demand among older students by offering more evening courses. However, the institution's materials confuse the non-traditional student with courses listed by department or discipline and little course sequencing or packaging except for those courses leading to a major within a discipline. Some institutions have responded to the vocational interests of non-traditional students with new vocational courses in the curriculum, thus corroborating the view that college courses train for skills required in specific jobs rather than blend the multiple objectives of higher education, as advocated in a popular article by Otto Friedrich (1982).

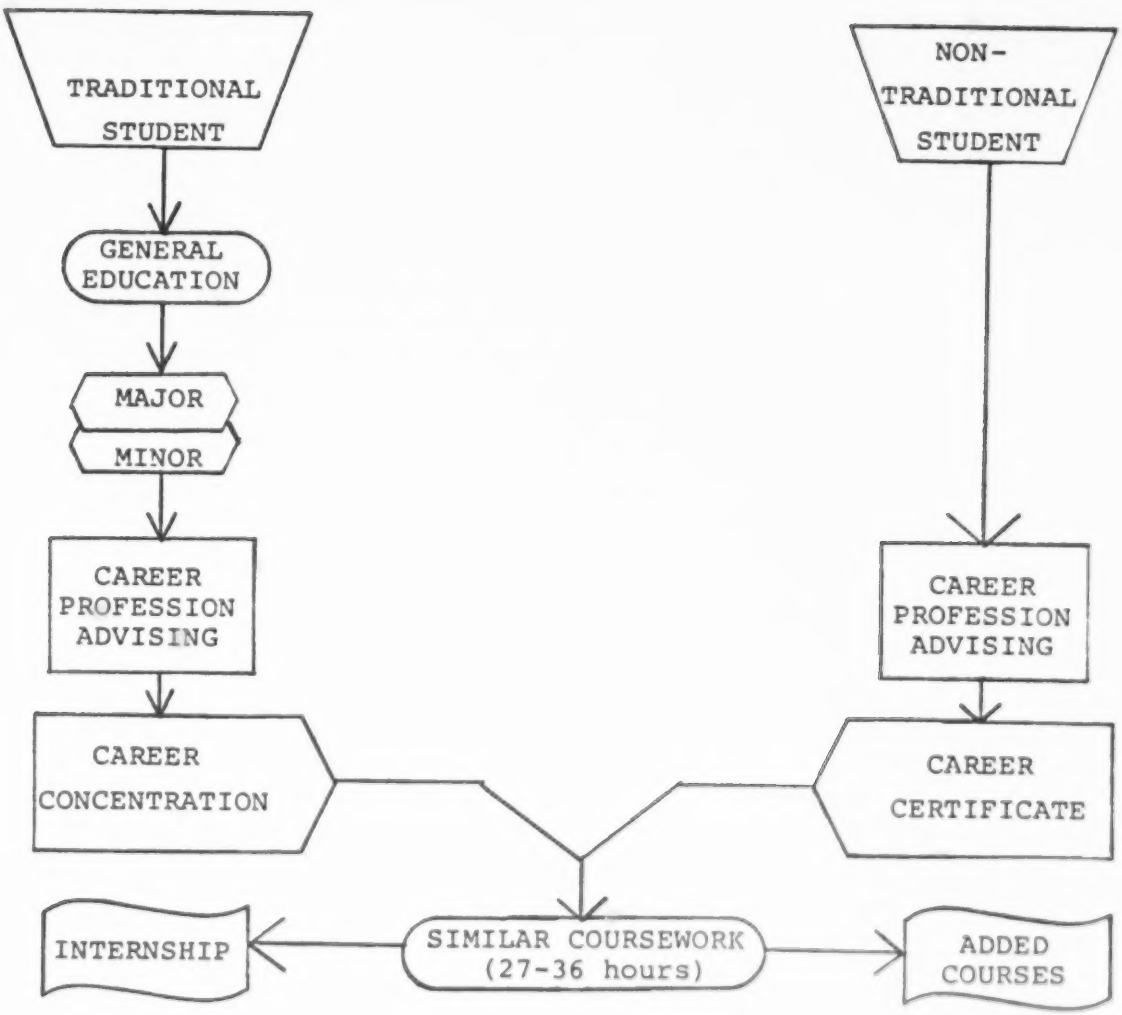
Both traditional and non-traditional students exert pressure to vocationalize institutions of higher education. Yet one of the recommendations resulting from the American Assembly's meeting on "The Integrity of Higher Education" was that "institutions must resist current pressures to distort general, liberal undergraduate education by the introduction of excessive vocationalism or professionalism." The three-component model presented in this paper is one attempt to improve our efforts to address the increasing vocational and professional interests of traditional and non-traditional students without distorting other critical components of a liberal arts and sciences education.

The Career Concentration and the Certificate Program

A major premise of our program is that most course work appropriate for entry into and mobility in careers or professions is already offered in the academic departments at a university. Colleges and universities are usually organized around academic majors or disciplines, with courses clustered together based upon the academic department offering those courses. The object of both the career concentration and certificate program approach is simply to provide an organization of those courses on the basis of the relationship to knowledge, skills, competencies, and abilities required in different careers or professions. The career concentration concept is similar to that used in pre-law and pre-med advising, in which traditional students are told to pursue the major of greatest interest, but are given advice concerning courses which should be taken to increase the likelihood of acceptance into and success in law or medical school.

Figure 1 shows the different contexts for working with the traditional student in a career concentration and with the non-traditional student in a parallel career certificate program. The traditional student designs a four-year program to meet the goal-based general education requirements, attain fluency in an academic discipline (the major), attain literacy in a second academic discipline (the minor), and obtain knowledge and abilities critical for a career area or profession (the career concentration). The capstone experience in the career concentration is an internship which relates experience in a field setting to courses recommended in the concentration. The non-traditional student pursues similar course work to that recommended in the career

Figure 1.


TRADITIONAL STUDENT
NON-TRADITIONAL STUDENT
GENERAL EDUCATION
MAJOR
MINOR
CAREER PROFESSION ADVISING
CAREER PROFESSION ADVISING
CAREER CONCENTRATION
CAREER CERTIFICATE
INTERNSHIP
SIMILAR COURSEWORK (27-36 hours)
ADDED COURSES

concentration. If that student is seeking a certificate rather than a baccalaureate degree, he/she will not simultaneously plan to meet general education, major, or minor requirements. However, he/she may be advised to take additional courses to develop areas normally addressed for traditional students who complete the general education requirements. For example, an individual interested in a public administration certificate program might be advised to take a course on Values and Conflict in 20th Century History to develop a better appreciation of values and ethics in responsible decision making (a general education goal for traditional students).

Before examining specific career concentration or certificate program requirements, it would be helpful to review briefly the goal-based general education program upon which our career concentrations are built. A total of 54 semester hours (of 128 needed for graduation) are required in general education. Figure 2 presents the 10 goals of the general education program. A student may select one of many courses to meet the values and ethics goals (Figure 3). Courses such as Ethics, Values and Conflict in 20th Century History, Ethics Issues in Environmental Planning, Human Sexuality, Medical Ethics, Analyzing Political Values and Ethics, and Science/Technology and Human Values address this goal. Similarly, a student may take a Mathematics course or an Economics or Psychological statistics course to address goal 2 (quantitative analytical reasoning). Goals 5 through 10 are addressed through 36 hours of distribution requirements in the Humanities, Social Sciences, and Natural Sciences and Mathematics. Nine hours of communication courses are required.

Consider the student interested in a career in public administration. He/she is advised to select an academic discipline as a major. The general recommendation is that it should be the discipline in which he/she has the greatest interest. The student should simultaneously consider career concentration interests and general education requirements. The next illustration (Figure 3a) presents the knowledge, skill, and competency areas for the public administration career concentration. It is important to note that some of the courses satisfying the career concentration requirements also satisfy general education requirements. For example, any of the skill area "1" courses also counts in the 9-hour communication general education requirement. Similarly, the statistics requirement can be fulfilled while simultaneously meeting the general education quantitative analytical reasoning requirement. Some courses recommended in the career concentration would also count in the major if the student elected to major in Political Science, Economics, Psychology, Sociology, Geography, or Communication Studies. The capstone internship would provide an opportunity to relate both the major and career concentration courses to field experiences. A single page description of each career concentration is made available to students, advisers, and potential employers, along with requirements. The description of the Public Administration Career Concentration is included as Figure 3b.

Figure 2.

GOALS

GENERAL EDUCATION

The goals of the general education program at Bloomsburg University are to develop

1. an ability to communicate effectively;

2. an ability to think analytically and quantitatively;

3. a facility to make independent and responsible value judgements and decisions according to high ethical values and life goals;

4. an appreciation of the need for fitness, life-long recreation skills, and survival skills;

5. a capacity for assessing the validity of ideas and and an understanding of the approaches used to gain knowledge through development of critical thinking abilities;

6. a greater appreciation of literature, art, music, and theatre through stimulation of one's creative interests;

7. an understanding of our society and the relative position of an individual in this society;

8. an understanding of the relationship between an individual and his/her physical and biological environments;

9. a familiarity with the major contributions of human knowledge in the humanities, social sciences, natural sciences, and mathematics;

10. an awareness and global understanding of the relative position of the individual in the world community.

Figure 3a.

PUBLIC ADMINISTRATION CAREER CONCENTRATION

CORE AREAS AND COURSES

Skill Area 1 Communication
Technical Writing (Interdisciplinary Studies)
Introduction to Speech (Communication Studies)
Interpersonal Speech/Communication (Communication Studies)

Skill Area 2 Computer Science
Advanced Methods of Rural-Urban Analysis (Sociology)
Introduction to Computer Science (Mathematics and Computer Science)

Skill Area 3 Statistics
Business and Economics Statistics (Economics)
Sociology Statistics (Sociology)
Psychology Statistics (Psychology)
Mathematical Statistics (Mathematics and Computer Science)
Business and Economics Statistics II (Economics)

Competency Area 1 Personnel
Civil Service Employment Practices (Political Science)
Personnel Psychology (Psychology)
Labor Economics (Economics)

Competency Area 2 Budgeting
Public Finance (Economics)
Public Administration Applications (Political Science)
State and Local Government (Political Science)

Competency Area 3 Planning
Elements of Planning (Geography/Earth Science)
Advanced Planning (Geography/Earth Science)
Social Services Planning (Sociology)

Theory Area 1 Organizational Theory
Public Administration Theory (Political Science)
Organizational Psychology (Psychology)
Organizational Communication (Communication Studies)

Theory Area 2 Policy
Public Policies (Political Science)
Public Choice (Political Science)

Theory Area 3 Social Psychology
Social Psychology (Psychology)
Social Indicators (Sociology)
Political Socialization (Political Science)
Political Psychology (Political Science)

Field Experience
Internship in discipline recommended by the interested area advisor

Figure 3b.

PUBLIC ADMINISTRATION CAREER CONCENTRATION

This career concentration is an advising program designed to help students develop skills, compentencies, and knowledge areas appropriate for entry and mobility in careers and professions in government service. The concentration is one which the student pursues along with his/her completion of requirements for general education and for a major in a traditional discipline in the arts and sciences. The concentration provides a generalist background for government services careers through the development of appropriate core areas and core courses and the integration of course work in several disciplines.

There are various directions in which a Public Administration Career Concentration (PACC) could lead. Positions as budget officers in state or urban governments, city managers or assistant city managers in urban or suburban situations, regional physical planners, personnel officers, health care managers, and public information officers have all been taken by recent graduates of Bloomsburg University. Some graduates have also moved from one type of position to another.

There are six specializations possible within the PACC framework. The student will contact the advisor who is responsible for the specialization in which the student is interested. The student and specialization adviser in consultation will select one core course from each of the nine core areas from among the twenty-six courses that are available. The student and the specialization advisor may agree on additional courses as scheduling permits. Additional core courses may be added as demands require them.

Near the completion of the course requirements, the specialization adviser in consultation with the student will develop an internship experience. These opportunities may be developed with local, state, or federal agencies or other public offices that are able to provide an internship experience in keeping with the academic, practical, and career objectives of the PACC. Credit hours for an internship may range from six to fifteen. The specialization adviser assumes full responsibilities for the assignment of internship credit, placement, supervision, evaluation, and grading of student interns. The specialization adviser, in cooperation with the student intern, assumes the responsibilty for evaluating prospective intership in regard to the amount of responsibility, supervision, and learning opportunities that the internship offers.

A Public Administration Career Concentration Certificate will be awarded to students completing the requirements for the concentration. This certificate and a one page description of the document may be sent with a student's transcript to potential employers. The PACC Advisory Group, consisting of all the specialization advisers, shall recommend students for the certificate to the Dean of Arts and Sciences.

Frequently, students will want to continue their education with an advanced degree, either prior to or subsequent to their entry into the job market. Once employed, advanced education may funded in part or totally by the employing agency. Job entry positions in this career concentration are usually at the equivalent of a junior management trainee level, with a career objective of eventually attaining a policy formulation position as a distinct possibility.

Students who plan to attend graduate school should contact the Counseling Office on the second floor of Ben Franklin early in the fall semester of their senior year to arrange to take the Graduate Record Exams (GRE's). Those who expect to enter the job market directly should contact the Career Development and Placement Office on the second floor of Ben Franklin early in the fall semester of their senior year.

Figure 4.

COMMUNITY RECREATION LEADER CAREER CONCENTRATION

The Student must complete the course: Exercise and You (Health, Physical Education) and select one course in each of the six competency areas:

COMPETENCY AREA I ORAL AND WRITTEN COMMUNICATION SKILLS

Intro to Journalism (English)
Language and Social Interaction (English)
Intro to Speech (Communication Studies)
Interpersonal Speech/Communications (Communication Studies)
Discussion (Communication Studies)

COMPETENCY AREA II UNDERSTANDING OF HUMAN DEVELOPMENT

Health and the Nature of Man (Health, Physical Education)
Sociology of Aging (Sociology/Social Welfare)
Child Psychology (Psychology)
Adulthood and Aging (Psychology)
Adolescence (Psychology)
Anatomy and Physiology (Biology)
Biology of Aging (Biology)

COMPETENCY AREA III ORGANIZATION AND COMMUNITY DYNAMICS

Political Socialization (Political Science)
Contemporary Social Problems (Sociology/Social Welfare)
Sociology of Community Life (Sociology/Social Welfare)
Social Psychology (Psychology)

COMPETENCY AREA IV COMMUNITY PROBLEM SOLVING SKILLS

Social Work Processes - Group Work (Sociology/Social Welfare)
Social Work Processes II - Community Organization (Sociology/Social Welfare)
Sociology of Community Life (Sociology/Social Welfare)
Social Service Planning (Sociology/Social Welfare)
Laboratory Training Groups in Process (Psychology)

COMPETENCY AREA V PLANNING AND EVALUATION SKILLS

(Coaching Methods Courses)
Recreation Education (Health, Physical Education)
School Camping and Outdoor Education (Health, Physical Education)

COMPETENCY AREA VI UNDERSTANDING OF PERSONAL, PROFESSIONAL, AND INSTITUTIONAL CONFLICTS AND ETHICAL ISSUES

Medical Ethics (Philosophy)
Contemporary Moral Problems (Philosophy)
Community Organization Practice (Sociology/Social Welfare)

SEMINAR (6 - 12 credits)

Internship Program (Sociology/Social Welfare)

Figure 5.

CERTIFICATE PROGRAM

COMMUNITY RECREATION LEADER

COMPETENCY AREA I ORAL AND WRITTEN COMMUNICATION SKILL

Composition I (required) (English)

Select one of the following
Intro to Journalism (English)
Intro to Speech (Communication Studies)
Interpersonal Speech/Communications (Communication Studies)

COMPETENCY AREA II UNDERSTANDING OF HUMAN DEVELOPMENT

Health and the Nature of Man (required) (Health, Physical Education)
Exercise and You (required) (Health, Physical Education)

Select one of the following:
Sociology of Aging (Sociology/Social Welfare)
Child Psychology (Psychology)
Adulthood and Aging (Psychology)
Adolescence (Psychology)
Anatomy and Physiology (Biology)
Biology of Aging (Biology)

COMPETENCY AREA III ORGANIZATION AND COMMUNITY DYNAMICS

Select one of the following:
Politics and Psychology (Political Science)
Political Socialization (Political Science)
Contemporary Social Problems (Sociology/Social Welfare)
Sociology of Community Life (Sociology/Social Welfare)
Social Psychology (Psychology)

COMPETENCY AREA IV COMMUNITY PROBLEM SOLVING SKILLS

Select one of the following:

Social Work Processes - Group Work (Sociology/Social Welfare)
Social Work Processes II - Community Organization (Sociology/Social Welfare)
Sociology of Community Life (Sociology/Social Welfare)
Laboratory Training Groups in Process (Psychology)

COMPETENCY AREA V PLANNING AND EVALUATION SKILLS

Select one of the following:	and	Select one of the following:
(Coaching Methods Courses)		Recreation Education
		School Camping and Outdoor Education

(All from Health, Physical Education)

COMPETENCY AREA VI UNDERSTANDING OF PERSONAL, PROFESSIONAL, AND INSTITUTIONAL CONFLICTS AND ETHICAL ISSUES

Select one of the following:
Medical Ethics (Philosophy)
Contemporary Moral Problems (Philosophy)
Community Organization Practice (Sociology/Social Welfare)

Figure 4 presents the course recommendations for the Community Recreation Leader Career Concentration. It follows the same format as the Public Administration Career Concentration with an organization of courses across disciplines for each of several competency areas considered critical for persons in community recreation leader careers. The courses are regular Arts and Sciences courses rather than specific courses developed for vocational emphases. Again, the capstone internship provides an integration of the formal course work with field experience appropriate to the career. Figure 5 presents a very similar listing provided to non-traditional students seeking a certificate in Community Recreation Leardership. This program adds a writing (composition) requirement. We have also increased the prescriptiveness of the certificate program to account for the approach taken to course selection by non-degree students. Also, there is no internship requirement, since it is often experience in the field which brings such non-degree students to certificate programs.

The next illustration lists the initial career concentrations and certificate programs in this newly developed model for integrating career advising with traditional academic offerings for traditional and non-traditional students (Figure 6). Each requires the study of career opportunities and a cooperative multidisciplinary effort to determine which courses would best address each of the knowledge or competency areas required in the career or profession.

Figure 7 uses a Venn diagram to show the relationship of the career concentration to the total program of a traditional student majoring in Economics, minoring in Political Science, and completing general education requirements. The overlapping areas reflect the degree to which courses simultaneously meet different requirements in the student's overall plan. While it takes much more careful planning, a student might also complete a Philosophy major along with each of the other components of this hypothetical student's total plan.

A similar representation of a psychology major's completing a Gerontology Career Concentration, a sociology minor, and a computer science minor along with general education requirements comprise Figure 8. The coordination of two minors along with a major, a career concentration, and general education requirements requires students and advisers to develop four-year advising plans in the first year.

Component Three

The Gerontology career area can be used to show the extension of the certificate program into the third component of this model. Consider the student who holds no baccalaureate degree, has completed the Gerontology certificate program, and now has decided to pursue a baccalaureate degree. He/she may do that by completing general education requirements and a major in a discipline such as Sociology, Biology, Psychology, or Business Administration, for a B.A. or B.S. degree. Alternatively, he/she may pursue a B.A. in Applied General Studies. This non-traditional degree program involves an expansion of the certificate

program requirements (Figure 9) to four additional courses related to the certificate application area, completion of the general education requirements, and fulfillment of the requirements for an academic minor. Figure 9 also shows the requirements for the Gerontology Certificate. If the student were to pursue a B.A. in Applied General Studies with a gerontology application area, he/she would take two additional courses from the process list and two additional courses from the content list. The student would also meet all general education requirements with none of the courses in the application area counting toward distribution requirements in humanities, social sciences, or natural sciences and mathematics. The student could then select any academic discipline minor. While Biology, Psychology, or Sociology are most likely to be selected due to their overlap with the gerontology application area requirements, the students would be free to select any approved academic minor to assure attainment of a minor or literacy-level familiarity with an academic discipline.

Figure 6.

CAREER CONCENTRATIONS

AND

CERTIFICATE PROGRAMS

EXISTING

Public Administration
Community Recreation Leader
Gerontology
Environmental Planning
Community Services

IN PROGRESS

Gallery and Museum Management
Labor Relations
Statistics and Program Evaluation
Computer Applications
Performing Arts
Wildlife and Environmental Management
International Studies
Religious Studies

FIGURE 7.

GENERAL
EDUCATION

PHILOSOPHY
MINOR

PUBLIC ADMINISTRATION
CAREER CONCENTRATION

POLITICAL
SCIENCE
MINOR

ECONOMICS
MAJOR

FIGURE 8.

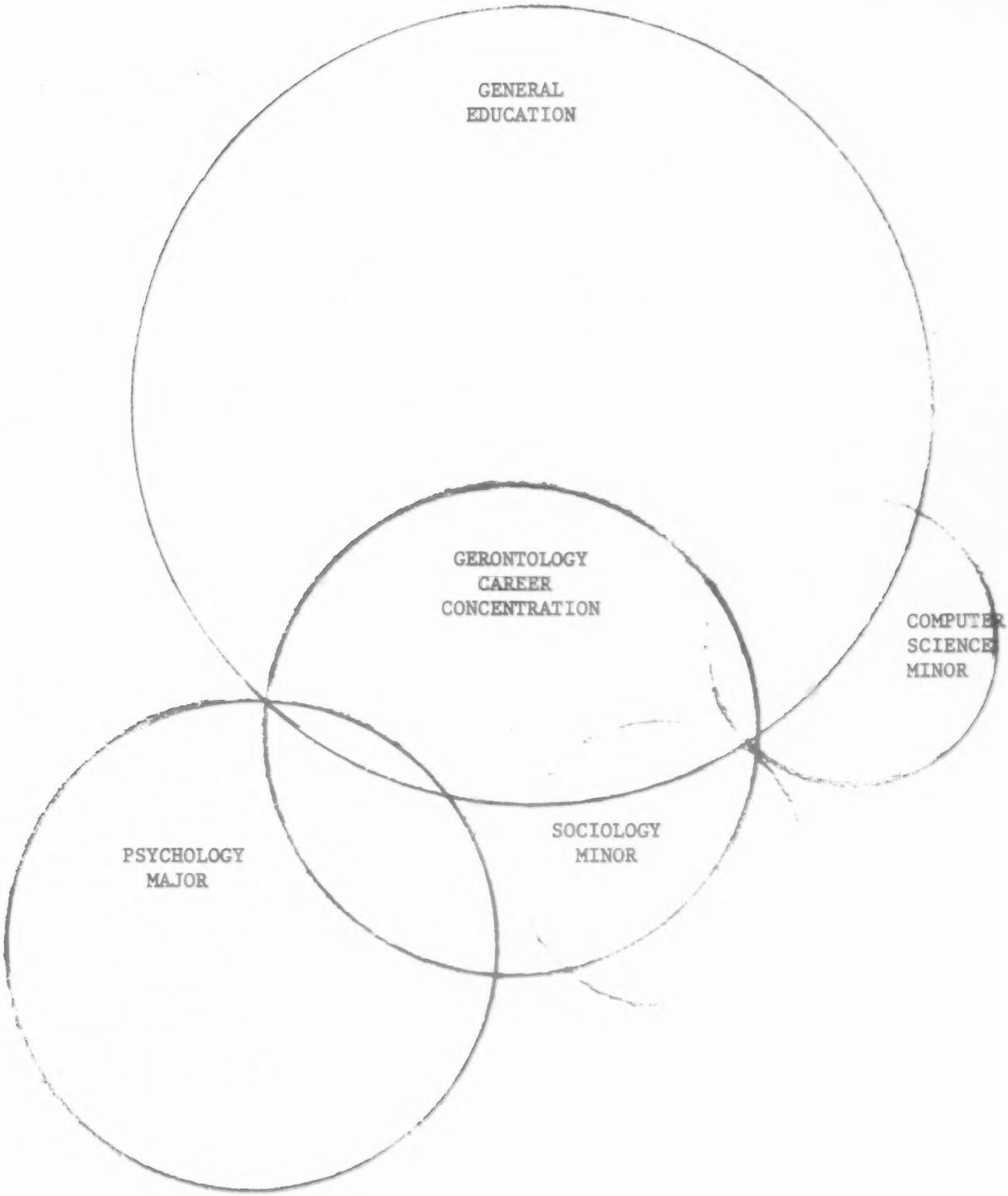

GENERAL
EDUCATION
GERONTOLOGY
CAREER
CONCENTRATION
COMPUTER
SCIENCE
MINOR
SOCIOLOGY
MINOR
PSYCHOLOGY
MAJOR

Figure 9.

CERTIFICATE PROGRAM

GERONTOLOGY

COURSEWORK:

I. Core Block - ALL COURSES REQUIRED:

Principles of Sociology (Sociology/Social Welfare)
Social Work Processes I (Sociology/Social Welfare)
Sociology of Aging (Sociology/Social Welfare)
General Psychology (Psychology)
Adulthood and Aging (Psychology)
Biology of Aging (Biology)

II. Content Courses - CHOOSE TWO COURSES:

First Aid and Safety (Health, Physical Education)
Medical Ethics (Philosophy)
Medical Sociology (Sociology, Social Welfare)
Life Span Psychology (Psychology)
Introduction to the Exceptional Individual (Special Education)
Nutrition (Nursing)
Geriatric Nursing (Nursing)

III. Process Courses - CHOOSE TWO COURSES:

Adaptive Physical Education (Health, Physical Education)
Social Work Processes II (Sociology, Social Welfare)
Social Work Processes III (Sociology, Social Welfare)
Social Research (Sociology/Social Welfare)
Laboratory Training in Group Processes (Psychology)
Principles of Behavior Modification (Psychology)

Summary

In summary, this cooperative program for traditional and non-traditional students involves the use of regular academic discipline courses in new combinations to meet career interests and advising needs without sacrificing the quality of a liberal arts and sciences education. The goals of general education and fluency with an academic discipline remain intact for the traditional student. The career advising system encourages students to pursue majors in which they have the greatest interest rather than to flood the most vocational-sounding majors offered in the university. Minors or career concentrations are useful alternatives to full vocational majors. Non-traditional students are given a meaningful interdisciplinary program of solid academic courses which provides them with knowledge and competencies appropriate to career advancement without sacrificing the academic integrity of university courses. The coordination of these programs brings the traditional and non-traditional learner together in the same classroom. This provides numerous benefits in terms of complementary learning styles, differences in the use of assimilation and accommodation processes, and experiences to which course material might be related. That, however, is a story for another time.

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OUTREACH FOR MEETING COMMUNITY NEEDS AND INSTITUTIONAL REVITALIZATION: A PRACTICAL APPROACH

Samuel Lee Hancock

John Tyler Community College
Chester, Virginia

The College and its Setting

John Tyler Community College is located in a region that is both diverse and dynamic. The College serves an area encompassing eleven political subdivisions, seven counties, and four cities. The region served by the College has had a higher than national average for population growth and economic development. Between the 1970 and the 1980 censuses, net population growth was 17.4 percent (Virginia Department of Planning and Budget, 1983). During that same time period, business and industrial expansion had occurred at a rate of 42 percent (U.S. Department of Labor, Bureau of Labor Statistics). These rates compare most favorably with the national averages of 11.8 percent population growth (U.S. Department of Commerce, Bureau of the Census) and a 27.5 percent business and industrial employment expansion. The future continues to look bright into the 1980's for positive growth in the economic sector (Jackson and Masnick 1983).

Despite the tremendous potential for reaching an even larger population pool for both typical college age students and adults, the College was serving slightly less than one percent of its target population in 1980 (VCCS, 1980). Based upon the 1973 Carnegie Commission Study, a college should be reaching at least two percent of its targeted population with a four percent involvement as ideal. The College had much to do to realize even minimum compliance with this national objective.

It is the purpose of this paper to detail how the College boosted its enrollment from 5,849 unduplicated headcount in 1979-1980 to 7,417 unduplicated headcount in 1980-1981. With this view, the College is now reaching 2.3% percent of its population base (John Tyler Community College, 1983).

General Purpose

The local Board for John Tyler Community College had long realized the need for an extensive outreach effort. The Statement of Purpose for the College, which is consistent with its first statement made at inception in 1967, is that

> John Tyler Community College is dedicated to the belief that each individual should be given a continuing opportunity for the development of his (her) skills and knowledge along with an opportunity to increase his (her) awareness of his (her)

> role and responsibility in society. The College is devoted to serving the educational needs of its region and assumes a responsibility to help meet requirements for skilled manpower through a cooperative effort with local industry, business, professions, and goverment. (John Tyler Community College, 1982).

This charge is consistent with the proposed national agenda for community colleges in the 1980's as presented in Edmund Gleazer's treatise, The Community College: Values, Vision, and Vitality (1980).

Beginning in 1980, under the leadership of a new president, Dr. Freddie W. Nicholas, Sr., the College began concentrating on a strong relationship building process (Friedman, 1971). These relationships included numerous individuals among the following groups: businesses, industries; local governments; school divisions; military bases, state and federal prisons; state apprenticeship training programs; state and national associations; community based groups; church organizations; citizen action committees; national political parties; civic clubs.

The leadership charge for these efforts was made to the then Office of Continuing Education. The Office was upgraded to a full academic division in line with its increased responsibility to the College community as well as its external constituencies. Various planning strategies were reviewed. The planning strategies most closely followed were those proposed by Dorothy Knoell and Charles McIntyre in their book Planning Colleges For The Community (1974). Because of its traditionally low enrollments, the College had scarce resources to allocate to the outreach effort and an ever-expanding population pool to reach and for which to provide selected services (Cross, 1983, and Carbone, 1982). The planning model developed by Knoell and McIntyre was particularly helpful to meet these twin goals (1974: 55-58 and 71-76).

Both credit and non-credit courses and activities were greatly expanded in 1981-1982, as approximately 3,500 students were served through 234 different courses at 36 community-based sites. These figures represented a 30 percent increase over the 1980-1981 programming year. Eighty-seven separate non-credit classes were offered with a total participation of 1,451 students. Through providing campus facilities, 52 community-based groups with total participation of 2,377 individuals visited the campus, many for the first time. Grants were received to experiment in offering courses by television. Through an international cultural arts program, the College provided 8,322 citizens the opportunity to participate in their chosen interests of international music, painting, or drama. Two additional programs were implemented. These included a new curriculum in Beverage Marketing under the Business Management degree program, and a special training program for General Motors technicians and local dealerships' service department managers. Both programs have brought national recognition, students, and many thousands of dollars in donated equipment and services into the College (President's Notebook, Statistical Highlights, 1982).

To enhance its outreach efforts, the College established three Outreach Offices through its Division of Continuing Education. A separate entity, the Extended Learning Institute, was established to provide at-home training programs through the use of video-cassettes, print-based materials, and television. The three Outreach Offices are located in areas as diverse as the service region. The Midlothian office serves the communities in South Central Virginia. The Fort Lee office is housed on one of the nation's largest Army installations, which serves a large number of military and civilian personnel, and also has a large foreign service member component. A rural county with one of the most active citizen participation efforts in community affairs, education, and politics is Dinwiddie County. The office in this country is staffed by professionals who are funded by grant monies and who are indirectly related to the Division.

In order to meet its objectives of providing low cost and high quality educational services for its target population, the Division has sought to establish working linkages with community agencies, civic groups, and local governments as well as businesses and industries. Of particular assistance in the development of these efforts were those ideas proposed by George Robertson in his paper "The Community College in Continuing Education" (1980). Robertson proposes that the community college should be viewed as the catalyst for community interaction. Also, the college should simultaneously act as a broker of educational services which may be outside its mission statement but impact on the well-being of the community. To implement these linkages, several individuals within the College have been assigned to work with various community groups, an active speakers' bureau has been established, and the Division Non-credit Coordinator has worked closely with the local Virginia Cooperative Extension Service agent in developing a Community Education Advisory Committee made up of 35 local groups and governmental agency representatives.

Outreach Focuses on Local Needs

In keeping with the title of this paper, "Outreach for Meeting Community Needs And Institutional Revitalization: A Practical Approach," the Division leaders have not engaged in elaborate community survey instruments. The Division has fostered within the College and the community a free flow of ideas and needs that can be addressed. All personnel are continually busy in various contacts with such groups as the International Management Council, Chamber of Commerce, Lions, Rotary, Kiwanis, Ruritans, International City Management Council, Savings and Loans Associations, American Institute of Banking, city councils, county boards of supervisors, churches, Virginia Municipal League, Virginia Association of Counties, and the Virginia Community Education Association, among many others.

Through active participation and contact with the aforementioned groups, the College has been able greatly to expand its courses and activities offerings. Through on-going contacts, needs that may be missed through more elaborate survey documents are identified and met in

a timely manner. One example of this is computer literacy classes for educators. The State Department of Education for several years has been discussing the idea of basic computer literacy courses for all educators in the Commonwealth. Through action of the State Board of Education and the Virginia General Assembly, these mandates were made in March, 1983. (General Assembly, House Bill #30, 1983). Within one month of the mandate, three college courses had been developed, approved, and were in the process of being implemented in three school divisions, with another five school divisions being served during the summer vacation months and early fall, 1983.

Regular public service announcements are made through local newspapers, television, radio, and local magazines. These announcements outline the commitment of the College to serve its citizens, describe the types of programs that have been offered in the past, and inputs request for future programming efforts. New initiatives are being instituted with local school divisions. The effort is being made to offer college transfer courses for advanced students in local high schools during their normal in-school days.

Business and industry leaders are becoming more and more involved in the demand for training classes and full degree programs for both their workers and managers. A number of memoranda of understanding have been initiated in the past two years with such training efforts as the focal point. This training includes such diverse areas as computer programming, business management, technical writing, conversational French and German, secretarial support services, mathematics, waste water treatment, statistical quality control, and materials management. The memorandum of understanding is signed by both the chief executive officer of the corporation and the College president. This gives high level visibility to the training program, and a commitment to successful completion of the effort at all levels of administration within the company. Such memoranda have been successfully initiated with such companies as The Allied Corporation, Philip Morris, U.S.A., Brenco, Inc., Brown Boveri Power Equipment, Inc., General Motors Corporation, Nixdorf Computer Software Company, Chippenham Hospital (Hospital Corporation of America), and the Petersburg General Hospital, among others.

One prime example of this mutually beneficial relationship has been with Philip Morris, U.S.A. Leaders within the Management Development Center of Philip Morris met with selected leaders of the College to develop a comprehensive management training program that would have national recognition of academic efforts within the company and the International Management Council, as well as related college credits and possible degrees for successful completion of program requirements in Business Management. A useful publication is Management Development at Philip Morris: A Portfolio of Programs & Services, 1982 (especially pages 9-10 and 14). Two additional readings that will prove helpful are Interface Through Cooperative Agreements: Eleven Examples Of How It Can Work, American Association of Community and Junior Colleges, 1981, and "Advancing Community College Impact Through Business and Industry," by Timothy A. Fidler, in Institutional Impacts on Campus, Community, and Business Constituencies, Jossey-Bass, 1982.

Program Offerings and Delivery Modes Implement Objectives

This writer would like to pay special recognition to Carlos Aguilar, Jr., from El Paso Community College, who so diligently and succinctly described many of the efforts of this College that have proven equally successful at John Tyler Community College (National Small Business Training Network, 1983). A paraphrase of the El Paso Community College experience adequately describes the goals and activities of the community outreach effort of this writer's College. Another useful reading is that of Gollattscheck, et al, College Leadership for Community Renewal (1976). These authors, in their chapter "Making Programs Accessible," verify the working experiences of both El Paso and John Tyler community colleges (1976).

The following seven guidelines are being implemented at this time:

1. Community Services

   A. For normal requests, citizens in the service area are referred to existing services, either credit or non-credit offerings on campus, or to government agencies and/or community groups within the eleven political subdivisions.
   B. All community services of the College must be self-supporting. These courses and activities are tailored to community needs based upon demands of those needing the services.
   C. Input for future courses and activities are garnered through mass media public service announcements, interaction in a one-on-one basis situation within a community setting, and by on-going evaluation of each course by each participant.

2. Counseling

   A. Special multi-media programs have been developed which are placed in the Careers/Life Planning Center of the Department of Counseling on campus, and are on hand at each of the three Outreach Offices.
   B. Counselors are available two days each week at the Fort Lee Outreach Office for counseling military service members, their dependents, civilian personnel, and the general public. Counselors are available on a "demand" basis to provide counseling services at selected businesses, industries, health care facilities, and local government offices. Several of the above groups are interested in providing regular on-going career and life planning services at their sites commencing fall, 1983.
   C. The various academic divisions are providing curriculum advising to targeted groups on a demand basis.

3. Instruction

   A. A series of regular courses, workshops, and seminars are conducted on campus, in area school divisions, hospitals,

county administration headquarters, business conference rooms, and industrial shops.

B. Counselors and Learning Resources Center staff provide special arrangements for tutoring and testing off-campus as needed. The General 100 course, required of all students, is offered in each Outreach Office. The Extended Learning Institute courses are now offered on-campus and at the Midlothian Outreach Office. Other off-campus sites for offering the ELI courses will be developed during 1983-1984.

C. A full range of media, reference, and library services are provided by the Learning Resources Center.

4. Public Relations

A. Continuous public service announcements are sent to all local media and targeted groups.

B. Special mailers are prepared each quarter by the Non-Credit Coordinator and mailed to such selected groups as service members, small business owners, members of the Chamber of Commerce, educators, and local governments.

C. Featured in special sections of the Quarterly Schedule of Classes are all on and off-campus credit and non-credit classes provided by the Division. This schedule is mailed to approximately 158,000 households each quarter.

D. The Public Information Office issues on-going news releases to all local media.

5. Recruitment

A. Continued contacts are maintained through the efforts detailed in the first page of this paper. It is most important that all members of the John Tyler Community College family act as recruiters.

B. Gerald Nagel, in his extensive survey of 744 community college presidents, found that "Student Word-Of-Mouth" and "Faculty Relationships With Students" were perceived to be the two greatest recruitment tools of a college. (Community College Review, 1981:25) At John Tyler, credit and non-credit faculty are given orientation training sessions and Faculty Handbooks detailing their role in student recruitment.

C. Coordination has been developed with local government agencies, civic groups, businesses, industries, military base Education Services Officers, and high school guidance counselors to assure comprehensive coverage in identifying potential students.

D. Adults participating in selected non-credit classes are contacted by the Director of the Extended Learning Institute and/ or selected academic division chairmen about becoming involved in credit course offerings.

6. Liaison

A. On-going evaluation of each course by each participant is made. Suggestions for improvement and/or changes are solicited.
B. A working relationship is maintained with many community-based groups. Often, community services activities will lead to a number of courses and to persons that will eventually become full-time students in degree programs.
C. Through selected faculty and staff member participation in local, state, and national groups and associations, the image of the College is further enhanced and open channels of communication are maintained, so that when a need is ascertained, more formal contacts can be made concerning the perceived need.

7. Evaluation

A. Each student in each course, whether credit or non-credit, has the opportunity to make a formal evaluation. All aspects of the class are covered in the evaluation instrument. Also asked for in the evaluation are suggestions for future classes, possible sites, and suggestions for community-based instructors.
B. Each instructor is requested to evaluate the course, its content, the text materials used, and the support he or she received from the administration of the College.
C. Suggestions and all evaluations are reviewed at the end of each quarter. Helpful suggestions are incorporated into next year's programming efforts. Suggestions for changes or problems are dealt with immediately.

Instructors Have Practical Experience

Instructors teaching the classes, whether credit or non-credit, are hired based upon their professional expertise in the subject area as well as their academic preparation. The students in the various courses highly recommend each quarter those instructors who are actually working in their teaching fields because of the practical experiences that are shared in the classroom. Through a combination of professional expertise and theoretical understanding, instructors are able to communicate more freely with students who, themselves, may be practitioners in the current topic of study.

These instructors are also proving to be most helpful in serving on institutional curriculum advisory committess. This effort is bringing much greater visibility of the institution in the community, providing donations of equipment, money, and materials much needed for the instructional programs, and assisting in the recruitment of students for degree programs (Bushnell, 1981). An example of this effort is the new Beverage Marketing curriculum. Through the advisory committee, over $350,000 worth of equipment, supplies, and services were donated for the

program. A number of students were sent by their employers to participate in the program on a "paid tuition" basis. Now that the students are completing their studies, one employer is hiring the first 25 graduates of the program.

Other benefits of utilizing community-based instructors are in the areas of program development, curriculum development, assisting in registration and counseling activities, reducing travel costs, and procuring of community-based classroom sites. Community-based instructors act as good will ambassadors for the College. Many groups and individuals that would have otherwise missed the educational benefits of involvement are becoming active participants in various courses and activities as the direct result of interaction with community based instructors (Gollattscheck, et al., 1976:79-81).

Future Directions

The College will need to work even harder to maintain and/or enlarge its market share of adult education programs. Action by the Virginia Board for Community Colleges in 1981 increased in-state tuition rates by 30 percent and out-of-state tuition rates by 102 percent for the 1981-82 school year. The College suffered a decline in enrollments. Yet, the actual numbers were well above the 1980 benchmark. It is the opinion of this writer that an aggressive effort is indicated.

John Tyler Community College is committed to fulfilling its mission statement. The most recent visit by the Southern Association of Colleges and Schools found the mission statement to be consistent with the efforts of the College and within the framework of the Virginia Community College System. The College will continue to strengthen its outreach efforts. The Local Board, the President, and the Deans of Academic Student Services and Financial and Administrative Services remain staunchly behind the effort.

It is the opinion of this writer that the image of the entire College is being enhanced, as witnessed by the increased community support for services and activities of the College. Business, industry, local government, and civic leaders are more vocal in their support of the College, and increases in pledges of equipment, supplies, and materials are forthcoming. By continuing to offer high quality and low cost educational services, the future looks bright for the College. The institution will not be able to rest upon past successes. These successes can only be looked upon as another milestone along the road toward excellence in the field of community service and community outreach efforts.

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EDUCATING MANAGERS TO MEET FUTURE CORPORATE EDUCATION NEEDS OF NORTH AMERICAN BUSINESS

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We are living in an era of profound and rapid changes which are transforming our world in a dramatic way. The technological revolution and resulting information revolution are precipitating many of these changes and affecting the essence of our individual and social existence--changing the way and meaning of our lives. The challenge therefore, to the educators and managers of tomorrow, is to see that these changes are directed toward making life better from the environmental, social, and economic points of view, to make technology more responsive not only to our material needs but to also provide us with solutions to our social problems. We have to balance our increased capacity to use knowledge for practical purposes with a sensitivity to human needs, an increase in human concern.

Managers in the future must assume a more active and creative role in attacking not only the ills afflicting the business world but those afflicting society in general. This means that we have to

(1) recognize the world outside offices and respond to the challenges it presents;
(2) understand the long-range goals of society and the mechanisms of control over the forces of change; and
(3) educate managers about accelerating change.

It also means that links must be established between business and higher education. This link would enable our universities and other educational institutions to be more responsive to industry's needs, and to acknowledge the importance of life-long learning concepts and the idea of experiential learning.

In this paper I will briefly outline the impact technological change has had on organizations and the challenges facing educators and educational institutions. As well, I will describe a new field of study, "MANAGER FUTURISTICS," which we are developing at the Canadian School of Management in Toronto.

The changes of the technological age which are already affecting our lives personally have also begun to affect the world of business and industry in a variety of ways. Revolutionary new trends and developments have had an unprecedented impact on methods of business management and are profoundly altering the role of executives in North American business.

Among these changes are:

(1) The internationalization and worldwide explosion of business opportunity, based in large measure on an insatiable demand for consumer goods among all income groups. The global approach to business forces executives to direct operations in different markets, industries, and cultures, and with different governments, each with its own requirement for success.

(2) The computerization of business and industry is forcing managers to become computer literate because of the computer's impact on all aspects of business operations. Computerization is enabling executives to view their operations from a past, present, and future perspective, enabling them to make more accurate decisions and projections.

(3) The information explosion is forcing the senior executive to rely more and more on his subordinates. Faced with today's new technology, every executive must learn to know what he or she does not know, and be prepared to curb his or her natural self-assertiveness.

(4) The growth of the service sector is altering the traditional hierarchical corporate structure. The appropriateness and validity of the traditional structure is being questioned by such professional service organizations as legal, consulting, and engineering firms, and by hospitals.

(5) The rapidly accelerating democratization of society has opened opportunities for advancement to people of ability, people who increasingly insist on and enjoy the right of participation in basic decision-making. The result has been a demand, voiced loud and clear by middle management, for a meaningful role in company planning and a real opportunity to contribute to that decision-making.

(6) Mass marketing has contributed to an enormous growth of business, not only in sales and income, but also in types of business activities, because of the diversification of companies. This diversification on top of growth will unavoidably broaden middle management's powers of decision-making. It will also further reduce the number of decisions the president of the company alone can reach in any one of the many businesses in which his corporation competes.

(7) Demographic shift is marked by the increase of women in the labor force who are demanding an equal opportunity to participate and have their contributions recognized. Also, demographics show an increase in the median age of the workforce; the median age in year 2000 will be 42.

All these new developments are moving corporations along a learning path from the old hierarchical, authoritarian, and bureaucratic model to a new, as yet undefined, model. The corporation is moving towards a model which will incorporate communication values, be participative in style, adaptable and flexible. As Dr. Clarkson from the University of Toronto said at the AACSB Annual meeting in Honolulu in 1982, ". . . there is a growing need and demand in organizations for greatly improved levels of managerial skills in communication, in negotiating, in persuading, in sharing information and consequently power . . . Corporations need help badly in developing more understanding and learning about the "soft" side of management: values and ethics, leadership and creativity, and the uses of power in nutrient and integrative ways . . . rather than in manipulative or coercive ways."

In light of these changes, and the resultant pressures that management will face during this and the next decade, how are business schools responding to the challenge to educate future managers who will be able to manage these changes?

To answer this question we must take a closer look at both the traditional and alternative approaches to management education in our universities and colleges. As well, we must examine the kinds of information, knowledge, and skills managers will need to learn to manage effectively the changing organization.

From the viewpoint of adult professional men and women, education is often seen as the acquisition of the art of utilizing knowledge. As such, it constitutes a vital and necessary element in an individual's life. Educational programs that recognize prior learning and work experience provide an answer to the needs of mature students who already know what they wish to make of their lives and who are looking for the best, most direct ways of equipping themselves for it.

These programs have departed from the concept of pedagogy based largely on the education and training of young people, and accepted the concept of andragogy, the teaching and development of adults as adults, not as children.

As a proponent of managerial andragogy, I see that pioneering schools which think in terms of preparing managers for the future are starting now to play an essential role in this process by

- offering alternative educational programs based on the recognition that practical experience has a definite educational value which can be awarded credit in the pursuit of higher education, and that experiential learning in the form of past and current work experience can, when documented, be assessed for academic credit toward a diploma or degree;

- preparing adults who already have considerable business and professional experience for managerial positions in their own fields through career-oriented degree, diploma, or certificate

programs which combine specific educational objectives with academic excellence and integrity;

- providing opportunities, through seminars and intensive continuing education, for upgrading professional qualifications, keeping up with the "state of the art" of management, and meeting the accreditation needs of the growing professional credential movement;

- undertaking and supporting research activities in business, industry, health, and the public sectors.

These pioneering schools see education as a life-long process which must be related to the varied needs of people at different stages of their lives. They recognize that adults who know what they want to learn can learn what they need effectively and quickly.

In contrast, our post-secondary education to date has been based on trends and practices that are so entrenched, so bound by age-old traditions, that they are perceived by most people as the only "natural" way of acquiring an education.

But that, as any student of educational history knows, is a mistaken view. Education over the centuries has taken many forms, most of them based on principles other than those we have learned to accept as nearly "self-evident." Indeed, it can be agrued that many of our "new" trends in post-secondary education represent a revival of some very ancient insights and approaches. We might even say that we are experiencing a renaissance of the truly traditional, practitioner-oriented approach to education which was prevalent before comparatively modern times in most areas of the world.

In any case, the merit of these new, or not so new, trends lies in the fact that they reflect the changing needs and patterns of our own time. They are characterized by

- breaking away from the high school-to-university-to-career model
- introducing new approaches to the assessment and evaluation of educational achievement
- recognizing the value of experiential learning
- combining theoretical, classroom learning with actual professional practice
- looking at the actual learning process less from the viewpoint of compartmentalized subject areas and more in terms of the total situation confronting the student in his or her professional work as well as in other areas of life.

These new ways of looking at educational theory and practices received much of their initial impetus from the changes which have occurred in the last 25 years or so within the student population, especially the growing number of adult students attending centers of post-secondary education. In view of the complexity and changing

character of today's business, increasing numbers of adults find it not only helpful but necessary to go back to school in order to further their professional development and to be able to cope with the demands of change.

Experienced professionals seeking to further their professional development, as well as entry-level managers, will need to learn a great many things in order to manage effectively the changes occurring within organizations. They will need to become generalists with broad understanding of many subjects, rather than specialists. The following are areas they will need to learn about:

- People skills such as communication, negotiations, interpersonal relations, and leadership. The traditional hierarchical notion of management is no longer valid in many organizations and people are demanding a more equal role in contributing to the organization.

- Teaching and helping people adjust to changes. The population is getting older and there is a growing need for retraining and continuing education.

- Computers, because managers who are not computer literate will be unable to function in the "automated office." They will need some knowledge of how to manipulate large amounts of data.

- Different cultures, because of the internationalization of business.

- Business and government relationships, as well as the relationships among governments and among economists of different countries. Managers will need to learn how to interact usefully with governments.

Developing appropriate and relevant curricula is extremely important, but of even greater importance is the accessibility, process, and methods in which this education is delivered. Most business management education still occurs within the traditional framework and approach to education. This means classroom instruction in which the instructor plays the leading role; scope for discussion is limited. The emphasis is on teaching theory. While such an approach might be sufficient for young students, who have no significant work experience and who are looking for entry level positions, it is not good enough for people already in management positions. Little concerted effort is made to make the program more useful to those students with practical experience. Whatever the work experience, it is never counted towards credit. Instead, the mature professional must successfully complete a prescribed number of courses to obtain a degree in management.

An alternative approach to education in North America was begun in 1964, when the Union for Experimenting Colleges and Universities was established in the United States and began offering what were termed "non-traditional" courses.

In Canada, this alternative approach to management education is offered by the Canadian School of Management. Founded in Toronto in 1976 and affiliated with Northland Open University, the School offers bachelor degree programs in business management and health administration and an Executive MBA program.

Non-traditional or alternative educational programs are characterized by the belief that credit should be granted for documented, relevant work experience and learning acquired outside the college setting. Instruction is given in tutorials scheduled on Saturdays or evenings so that students in the work force do not have to sacrifice work and earnings to continue their education. The faculty, committed to the view that theory should be combined with practice, promote the participation of students in the learning process by having them relate theoretical principles to their work experience.

In Europe and the United States, considerable effort has been expended on the education of managers, and companies have developed in-house training programs for their managers. In the past, successful completion of such programs was not considered to be credit-worthy by universities and colleges. This situation has changed with the advent of the U.S. Program on Non-collegiate Sponsored Instruction. The program shows how colleges may grant credit towards a degree to persons who have successfully completed "educational programs and courses sponsored by non-collegiate organizations, including business and industry, government, and labor unions." Thus, this program makes post-secondary education more accessible to persons of all ages, and allows managers to validate their experience obtained outside of the traditional college classroom.

By making higher learning more accessible to working managers and by combining theory with practice in instruction, the non-traditional approach offers a means of increasing the flexibility of managers, individually and collectively. Thus, in the modern business environment, where the ability to adapt to changing conditions is crucial, the non-traditional approach harmonizes well with the needs of the business community for management education. Moreover, a growing percentage of the student population today is composed of working adults who wish to, and often have to, continue their education, but who only rarely can afford to interrupt their careers to go back to school as full-time students. In response to ever-increasing knowledge specialization and organizational complexity, as well as to the need to upgrade the competency of managers, it makes obvious sense to continue one's professional career while studying, not only for financial reasons, but also from the viewpoint of making one's education truly relevant to one's professional and other needs. But in order to accommodate and truly serve this type of student, some basic changes must be introduced into the traditional post-secondary educational system. New programs, new procedures, and new emphases are needed. The following seem most essential:

(1) Modifying the traditional admission procedures and requirements.

(2) Making some fundamental changes in curriculum planning and educational requirements, especially in those academic institutions where student populations contain a considerable percentage of adult professionals.

(3) Allowing students to set up their own goals and timetables whenever possible.

(4) Using credentialing of professionals as a new and growing force of change.

These are some of the changes in approach to post-secondary professional education which some of us are trying to explore and introduce. Some traditional educators view these trends with suspicion, fearing that they might lead to a lowering of educational standards and goals. Yet it seems to us that these fears, however understandable, are not well founded. An experienced adult student, actively engaged in professional work, is surely less likely to accept poor teaching and lower standards than a young, inexperienced student, used to being a passive recipient of a product to which he is, in many cases, quite indifferent.

There are, of course, certain difficulties which many adult students face to a greater degree perhaps than young high school graduates. Some adults have been away from any kind of formal education for a considerable number of years and may lack certain skills and techniques of learning generally available to younger students. They also have a tendency to underestimate their ability to cope with educational procedures and requirements. Some--very few--tend to over-estimate it. But these difficulties are usually more than compensated for by the adult student's motivation, maturity of judgment, and ability for independent effort, while his or her professional and general life experience is an extremely important and largely untapped educational resource. It is the primary function of progressive educational institutions, fully aware of the demands that the accelerating change makes on us, the management educators, to give experiential education full scope and utilize it in our educational policies and practice.

In these times of great change, the manager whose sole claim to position is technical competence will soon become obsolete. This person will be replaced by a new type of manager, who combines an excellent technical background with good business practices and a profit-oriented approach, but who will also be able to cope with the problems of human resource management and a host of social problems, such as conservation, environment pollution, government bureaucracy, and the blatant incompetence all around us.

To meet the many challenges of the future, a new discipline or field of study has to be introduced. We at the Canadian School of Management are now working on introducing such a program. We call it "Managerial Futuristics." I would like to share with you the proposed definition of this program, as it is very pertinent to the topic we are discussing.

Managerial Futuristics is a future-oriented discipline and activity based on the philosophy of futurism and the intellectual exploration of a future that seeks to identify, analyze, and evaluate possible changes and developments in human life and the world from the viewpoint of managerial leadership.

The basic assumption of the proposed course is that people can make meaningful forecasts about the future if they take the trouble to understand fully the present conditions and trends in business, life, society, and the world in general. It is the objective of the proposed course to assist them in the process.

Traditionally, scholars study the past and are not very interested in the future, yet many of the crises of today are the result of past failures to deal with emerging problems. We can do very little to improve the present world, because basic changes require time. We do, however, have the power to influence the future.

By their very nature, managers are future-oriented, because management decisions of today affect the future. The important role of managerial futuristics is to provide a useful framework for decision-making and planning by developing reasonable assumptions about the future (expressed in terms of probability or possibility rather than certainty), based on an assessment of present conditions. Managerial futuristics also attempts to identify future dangers and opportunities, suggest alternative approaches to issues, and evaluate alternative policies and actions.

Such a course would prepare management leaders to live in a changing technological, economic, and social world. It would develop their understanding of man's environment; acquaint them with the fundamentals of modern technology, genetics, evolution, population dynamics; provide them with a better understanding of man and society, human progress, ecology, social psychology, changing occupational patterns, education, and employment; increase their personal competence; develop their access to information; and improve their independent learning styles.

It would also assist them in developing more effective communication for better management and enhance their understanding of management strategic planning as a tool for dealing with the problematique of future change in all its dimensions (composite strategic planning, operational management planning, and tactical planning) seen through the prism of social responsibility of managerial leadership of the future.

Yet all of this should be based on certain fundamental rules of good management, among which I would unhesitatingly include

(1) understanding people
(2) vision, courage, and creativity
(3) the ability to delegate properly; and
(4) the ability to make sound decisions.

The future executive, in order to face and manage change, will have to be competent in a way that present managers are not. He or she will have to be aware of and able to use the advanced technological and managerial tools that will be available, to help him or her cope with the complicated process of managing change. But managers will also have to be able to apply their knowledge to the analytical process required, and be able to motivate staff in a positive sense through better understanding of the complexities of human personality.

Will the business world of tomorrow be able to meet the challenge of our changing times? It seems that the answer rests with the future managers, business leaders, and management educators. I am confident that the challenge will be accepted--and met--and will result in a major triumph for the manager of tomorrow.

AN INNOVATIVE APPROACH TO CAREER-ORIENTED MANAGEMENT EDUCATION (AT UNDERGRADUATE AND GRADUATE LEVELS)

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In view of changing societal expectations and changing learning needs of managers, educational institutions are being forced to respond to the realities of the business world.

What sort of education do managers need now and what skills and abilities will they need in the future? What is the role of educators in meeting the needs of businesses? To what extent must learning systems, curricula, and faculty adapt to the changing environment? What new elements are emerging within the educational system? Should any structural changes occur or should the programs only be expanded to accommodate new subjects of study? What should management educators do to improve the system and to meet the challenge of the future?

All these questions will have to be answered in order to provide relevant educational programs for learners who are interested in a management career.

Professor Max Clarkson, in his presentation "Challenging Issues for Management Education and Development" made at the American Assembly of Collegiate Schools of Business Conference in 1982, stated that:

> The unitary view of learning--understood as learning that occurs in one place, at one time, with one faculty using one curriculum and concerned primarily with one age group--is obsolete.

It is becoming evident that approaches to management education have to undergo some changes to meet social and organizational demands. No longer can faculty teach from the same notes, use comfortably secure teaching techniques, insist on rigid curricula and the same course outlines used year after year. We are living in a world of flux; dynamic transformations are taking place which alter our attitudes and teaching methods. Profound changes within the educational systems will have to take place in order to respond to these external pressures. Some examples of these changes are:

1) that adaptability and flexibility will be needed in delivery system, curriculum planning and faculty selection.
2) that the life-long learning concept must be accepted to provide for various age groups. Needs of adult learners have to be recognized and considered important in the process of academic planning.

3) that management education must provide a mastery of both technical tools and human resources organization.
4) that balance between theory and practice will have to be reflected in the curriculum. A closer participation between educators and managers will be developed to understand better the needs of professionals.
5) that managers and executives must contribute to the educational planning process and must share their practical experiences with learners. Practical application of the theory will be stressed through cases, applied projects, internships, etc. Both faculty members and learners will be involved in practical work situations where theoretical principles can be tested.
6) that professionals and practitioners will provide some input in sequencing program material, designing program objectives, and determining program content.
7) that program outcomes rather than quantitative data must become a measure of the program's success. By receiving and analyzing feedback from learners, peer groups, and employers, academics will be forced to evaluate their effectiveness.

Practicing professionals can contribute to the design and delivery of programs in a variety of ways which are effective and which stimulate learning. They can participate in setting objectives; they can provide guidance in the selection of appropriate core and elective subjects; they can evaluate the effectiveness of programs and provide input at the time when they are delivered by preparing case studies, facilitating internship arrangements, providing data for applied research projects, and teaching and consulting. Their role will be to increase the interaction between the world of work and the world of academic growth.

The Canadian School of Management, in affiliation with Northland Open University, utilizes the concept of involvement of professionals in the academic planning process.

This is achieved in a variety of ways and at various stages of the process. For example, practitioners are invited to teach in the program, provided they meet proper academic qualifications. Faculty advisers who are professionals are used to provide guidance to students at a distance. They actually act as mentors who possess practical expertise and who are able to assist students in the learning process. Applied Study Projects are prepared by students on the basis of their library and field research. This activity forces a student to collect information from various organizations and prepare problem oriented, analytical studies.

Learners use their knowledge of the work environment to formulate problems and to provide for their solution via research. The "learning process" model used at the Canadian School of Management places the learner in the center. Academic content is planned with the assistance of practitioners and faculty. Both groups are sensitive to the needs of adult professionals working in various sectors of government, business, and industry. The administrative system is adapted to the philosophy of

the school and is responsive to the needs of adult learners. Emphasis is placed on student counseling, self-direction in learning, individually designed degree programs (when necessary), recognition of prior learning and experience, provision of flexible program format (e.g., Saturday classes, distance education courses), and an understanding of learning problems of adults. Effectiveness of programs is measured by regular evaluations and certain re-adjustments and alterations in the program are made as a result.

The degree earning process is designed in such a way that input of the professions is reflected in all phases of the program: at the point of entry (admissions), in the duration of the program (when the content is being determined), and at the end (when learning outcomes are measured). Contacts with professional associations are used to assist in assessment of the quality of the programs taken prior to and after admission, and in developing degree programs which meet the needs of the profession.

Professionals can actually help academics to understand the level of student preparation for the program, and to set realistic expectations for students in terms of their learning objectives. They can contribute to better sequencing of courses and advise on proper selection of courses. They can indicate proper sources of information and identify new subject areas to be included in the program. They can provide access to organizations, consult students in applied study projects, assist the faculty in developing courses, and strengthen the links between the university and business organizations.

To return to the subject of other important changes within academic institutions, one must stress the need for faculty academic councils and program directors to be unified in their understanding of the practical orientation of the program and to project the innovative approach through development of new teaching methods and delivery systems.

It is sometimes difficult for traditional faculty to follow innovative concepts in some areas of academic planning and course organization--content, delivery system, teaching methodology. Very often their attitude towards a learner has to change and they have to develop new teaching methods in order to incorporate practical experience into the program.

In innovative programs, faculty members are facilitators of learning; they have to stimulate and guide learners and indicate appropriate sources of information. Learning is not limited to the classroom experience, and therefore proper care has to be taken in directing students to both library and field research to expand their knowledge. The teacher, in a new information society, is no longer the only source of knowledge. Books, professional journals, tapes, films, interviews, government and company documents, reports, questionnaires, etc., can be used to get in touch with the realities of the business world. New, emerging managerial skills--both technical and non-technical--are imposing change on our approach. More emphasis is placed on

communication, leadership, problem solving and decision making ability, and on understanding the nature of technological changes taking place. New courses emerge as a result, and new techniques of program delivery are used.

With the advent of new technology, educators in the future will have to rethink their approaches. New systems of communication will impose a need for closer regional and international contacts; information will be obtained from a variety of sources, making it impossible to consider an instructor as a main source of knowledge. Educators will have to provide learners with the ability to select, organize, and analyze information and will have to recognize the world outside of their institutions.

In times when business organizations are spending billions of dollars for management training in the U.S. and Canada, universities cannot afford to sit back and neglect recent developments in business, society, and industry. There is a need for a wider scope of reference, for more international and multi-disciplinary perspectives, and for a greater sensitivity to the needs of adult professionals who are emerging as a distinct educational group. Adult education is a growing phenomenon. Distance education has become a reality, and, with the growing use of computers, tapes, and TV, delivery systems are changing. These changes are producing a strong impact on our educational system, and, as a result, innovation is proceeding faster than expected.

Academics, in a way, are forced to redirect their way of thinking towards re-evaluation of their norms and systems, eventually leading to innovation and transformation of the traditional system of learning. The use of technology, the fast pace of transformations, and the changes within the environment will make some programs obsolete and others innovative. Various social factors will contribute to a fundamental change in educational thinking. However, the process of re-structuring the existing educational institutions might take long. In the area of management education, corporations are starting to take leadership; they are becoming almost self-sufficient in their attempt to meet the needs of their employees. They cannot wait too long for changes to take place. Therefore, there is a distinct need to provide innovative programs which will be planned with the co-operation of educational specialists in business and industry and which will respond to the educational needs of future managers.

Business schools cannot afford to live in detachment from reality; they should attempt to grasp the issues, reassess their programs, and provide more flexibility. Interaction between the schools and corporations will have to be improved in order to modify the system.

Management schools should take initiative to meet the challenges of the future and to be effective in their educational role.

NEIGHBORHOOD PROGRAMMING: RESPONDING TO NEEDS

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Good neighborhood programming must begin with a sincere interest on the part of the program development specialist in the issues, concerns, and goals of the target audience.

My involvement with neighborhoods began in the late sixties with a university outreach project for inner-city youth and their parents. It was through coordination of this venture that I discovered that the recipients of such public service must determine the "when," "where," "how," and even "whether" of the proposed assistance. Some may fear too much control by the participant because they think it will rob the sponsoring institution of its ownership. What ultimately happens with this approach, however, is not a giving up of power by the initiating agency but the effective promotion of a cooperative endeavor.

Over the past six years I have assisted in planning conferences and workshops for Atlanta neighborhoods. The principle learned earlier still prevails -- the community knows its needs. Programs must grow out of concerns stated by the target audience.

The university, on the other hand, has educational resources which may, if properly used, address the needs of citizens organized on the local level. Program developers should be brokers informing the community of available funding and services. At the same time, they must encourage faculty/staff involvement while matching expertise and talents with neighborhood needs and requests for training. And, of course, one should not forget that wisdom and know-how are not the exclusive property of the academy. There are many community leaders who, through empirical learning, make better trainers than the often more book-bound faculty consultant. The most ideal offering is one which combines the talents of both the professor and neighborhood spokesman. This makes for a more mutually satisfying program and helps avoid the "we/they" syndrome.

Involving the Target Audience in Planning

The target audience should be involved from the beginning in program planning and have a strong decision-making role in its development. One must start with the basic question: "Is this conference or workshop necessary?"

It requires real detachment for a program developer to risk losing a possible offering at this point, if, in fact, the target audience representatives answer "no." This factor is especially true if the idea has originated with the program developer. The risk is worth taking, however, because if the clients sense that the initiating agent is

willing to respect their wishes, they are less likely to feel exploited and will themselves claim an ownership of the program.

The above is especially true with neighborhoods, for though we have come a long way toward overcoming the split between town and gown, residual effects remain. The university must show a sincere respect for the community in order to win its cooperation.

The following are steps one might take to assure successful involvement of the target audience in program planning for neighborhoods:

(1) Find out who best represents the group to be served. You may have to make several contacts before deciding who the designated neighborhood leader/representative(s) are. The important thing is to let the group know that you have researched this matter carefully in an effort to involve them as early as possible in the planning process.

(2) If you plan to offer the program for more than one neighborhood or sector, make sure you invite representatives from all areas to your FIRST planning committee meeting. Each group should feel that their ideas, interests, and commitment are needed. Leaving a group out of the initial meeting and inviting them to a later one can lead them to believe that they were included as an afterthought and are therefore not important to you.

(3) Let as many representatives as possible share in the decision about when and where the first as well as subsequent planning meetings will be held. This gives a sense of ownership and inspired cooperation and support. It also lets committee members know that you really want them there.

(4) Be prepared at your first meeting to let the group decide whether the program will be helpful. If not, what kind of offering would be? Ask if there are any alternatives in your proposed plan which would make it more suitable.

(5) Let the committee decide with you when and where the program will be held.

(6) Ask for suggestions about the best presenters, consultants, lecturers, panelists, etc. We are assuming here that the group has accepted the proposed topic(s) and that they know some of the "experts." Do not be too quick to suggest faculty or staff from your own institution. Let the committee know that you respect their preferences over your own people. Use neighborhood representatives as speakers and panelists whenever possible.

(7) The date(s), length, and format of the program should be those which are most comfortable for the target audience. This may seem obvious, but a program developer sometimes decides, for instance, without consulting neighborhood leaders, that the

program will be one day-long session rather than several shorter evening sessions. Committee members from the target audience will know best what suits them. They can also tell you about conflicting events already on their calendars.

Responding to Changing Needs

Neighborhoods are evolving entities. Like organisms, they remain vital and grow, or they stagnate and die. Those that wish to live produce leaders who organize and inspire local residents to work toward goals of preservation and enhancement. Once organized, a community begins to assess its needs for survival and improvement. Successful groups experience cycles of accomplishment, often on an annual basis. The first year's objective, for instance, might be a higher level of participation by citizens in the organization. During the second year promotion and aesthetic improvements might be the priority. Or there may be more immediate concerns, such as better traffic signals, more commercial facilities, better recreation, etc. Whatever the needs, they do change as goals are met and problems are solved.

Good programming takes the above into account. At Georgia State University we offered for some four successive years a series called Atlanta Conference on Neighborhood Planning. The programs were held twice a year in late September and early February. The challenge each time was to address the most timely issues for neighborhoods city-wide, while also offering workshops or sessions which provided information for newcomers as well as more experienced participants. Some needed training in the basics of organization and leadership, while others wished to explore more sophicated issues such as how to influence government policy or promote historic preservation. We were able to discuss topics by forming each year a planning committee consisting of neighborhood representatives from each quadrant of the city, planning officials, and GSU professors. Persons from each of these groups were also selected as speakers, panelists, etc., for the programs. We always attempted to have a balanced crossection of professors and community leaders, men and women, blacks and whites, northsiders and southsiders, and so on. This gave a sense of common ownership and camaraderie.

The following are some ways to insure the effective response of your institution to changing needs in neighborhood programming:

(1) Have the planning committee meet after each conference for an evaluation of the program. At this meeting it would be wise to ask whether a follow-up conference will be helpful. You may also like to determine the frequency with which such conferences will be held, e.g. monthly, annually, etc.

(2) If a follow-up conference is advisable, you will want to have the committee suggest a date, topic, and speakers. It is important that as many of these decisions as possible be made by target audience representatives.

(3) For on-going programs held less frequently (e.g. annually), it is best to choose topics no more than four months in advance. Neighborhood issues often develop seasonally; many concerns that are important today may be settled six months from now. Even a group planning neighborhood programs six months apart may find that allowing a month or two after each session before firming up the next program's content will make for more relevant programs.

(4) Be willing to end a series when it is no longer in demand. We all have a tendency to "institutionize" successful regularly planned events. If after a number of sessions attendance begins to decline and interest lags, let the committee know that they have the right to end the series.

(5) Encourage neighborhood leaders to approach you at any time with new program ideas. If neighborhood representatives know you are willing to help them address community problems with meaningful workshops, you will become one of their principal contacts when concerns arise.

A Cooperative Venture: Learning and Growing Together

When a program developer works with a particular group over a period of years, the developer learns continually about the group's frame of reference, values, concerns, etc. Soon a program developer may begin to identify with the issues and relate so well that he or she alone may feel capable of representing the group. Wearing two-hats in this way is not to be recommended, however. A program development specialist should keep roles separated. If he or she happens to be active with a neighborhood group, it is best when planning workshops on community issues to include other neighborhood representatives on the advisory committee. Though the developer may well understand the needs of the interest group, as a university agent he or she should remain in the role of liaison as much as possible and let others present the community's point of view. In the long-run this will lend much more credibility to the requests that will be forthcoming from the various neighborhoods involved.

Given proper communications and programming, a growth process takes place among the neighborhood representatives, university staff, and city personnel. All sectors learn to understand each other and relate more easily. Sensitivities develop so that each group comes to know the other's capabilities and constraints. A trust level builds and the groups begin to rely on each other in ways not previously foreseen. Neighborhoods learn that the academy and city government can and do wish to address their problems. City officials look to neighborhoods for advice on ways to implement projects, and the university learns, in a more direct way, many principles which had previously been theories.

At this point, it becomes quite natural for the community to look to the university when it needs to "know" or "study" something, while the university turns to the community as a laboratory when it wants to "practice" something. Each setting is given equal value, and the two groups develop mutual respect.

Assuming successful programming, the program developer acquires over time an identity with the neighborhood representatives. They view him or her as part of their group and as a resource person to whom they may turn when training and additional information are needed. For example, community leaders have felt comfortable enough to approach our university to ask for assistance in developing workshops on leadership, a sure sign that real trust has been established. Leadership is a very sensitive topic. When neighborhood representatives seek help in this area, they usually ask persons who they know will not "talk down" to them.

Benefits to the University and the Community

Both the university and the community benefit from public service programming designed for neighborhoods. Often students can assist with the administrative and logistical aspects of the conferences. They are thus able to test and apply many of the ideas discussed in the classroom setting. This opportunity provides valuable experience which can help them on future jobs. Indeed, many students who have worked on our program have later acquired employment with city agencies, because they had done so well at organizing conferences.

It is good to employ student assistants for program development whenever possible. Some of our most innovative ideas have originated with students. On one occasion a survey on attitudes about Atlanta's twenty-four neighborhood planning units was designed and conducted by a graduate assistant. The results were significant enough that it became the basis for one of our conference seminars.

Faculty members also benefit from serving on planning committees and applying what is often theoretical knowledge in a practical setting. For example, professors are often able to publish articles after working with neighborhood groups. They usually encourage students to attend the larger conferences, and, as teachers, use insights gained from such community service in classroom presentations.

If workshops are relevant and helpful, the university begins to develop a reputation of involvement and caring. It may thus attract students who wish to identify with urban issues and the development of more viable neighborhoods. Community leaders themselves may return to take additional courses or acquire further degrees. None of this can hurt the image of the academy.

The community, as the recipient of the educational service, should benefit directly if the program offerings meet their objectives. Continuing education is not just for professional groups, but for everyone with a mind to learn and questions to be answered. As more knowledge is gained and problems solved, neighborhood participants develop a respect for the power of ideas and the ability of institutions and groups to work together. They are not alone in their concerns, but are part of a team working to make America's cities better places in which to live and learn.

COLLEGE IN PRISON:
A NON-TRADITIONAL PRISON COLLEGE DEGREE PROGRAM

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Lorton Reformatory, named after the pastoral Virginia town where it is located, is a reformatory operated by the District of Columbia for convicted criminals. The prison, about a half-hour drive from downtown D.C., has three facilities for its adult inmates: maximum security, located behind high brick walls; medium security, surrounded by barbed wire fence; and minimum security. Inmates are convicted forgers, armed robbers, murderers, and the like; and some inmates are also enrolled college students.

This paper discusses the non-traditional college degree program which one D.C. college--Washington International College (WIC)--brought to Lorton. The WIC/Lorton program, which I began and administered, lasted for five years--from 1977 until the College's closing due to budget cuts in 1982. The program offered both the A.A. and B.A. degrees. It operated "on the Hill" in medium security; and for a short time, in minimum security. It also operated "behind the Wall" in Lorton's maximum security facility, where it was the only college degree program available.

The WIC/Lorton program received a small amount of funding from the D.C. Department of Corrections, which administers Lorton, to cover student supplies and books, and transportation for faculty and administration. Tuition was paid through the federal Basic Educational Opportunity Grant. Under the grant, incarcerated students were allowed up to half a normal award because their cost of living, regarded as one of the determinants of the amount of a student's award, was already being provided by the state. Faculty dedication, ample enrollment, and, in the program's later stages, several self-learning techniques (e.g., independent studies projects) which involved a minimum of faculty contact time, enabled us to cover costs in the face of this limited funding.

The Department of Corrections was receptive to the WIC program because the Department wanted to offer inmates an alternative to the traditional college degree program already operating in medium security, and also wanted a college degree program in maximum security, where there had been none. The criteria for the program's success would be that it attract students--especially inmates who could benefit from a college education, but who were not being reached by the traditional college program--and also that the students make educational progress.

The program did attract students. In three-and-a-half years, with no formal recruitment on the part of WIC, enrollment increased from five inmates to 80. In fact, many more inmates wished to enroll than we could

accommodate. It's true that the prison provided us with the classic captive audience. Nevertheless, medium security inmates who enrolled in WIC (and these inmates constituted the bulk of our Lorton students) could have enrolled in the prison's other college program, yet did not. This college program, offered by a large, traditional institution, was open admissions, as was WIC.

In addition to meeting the criterion of attracting students, the WIC/Lorton program also fostered good academic and social progress among its student inmates. Most inmates worked seriously on their studies. The men pursued a variety of subjects, primarily in education, business, and the creative arts. When the program closed, eleven students had graduated (one with a B.A. degree; 10 with A.A.'s) and other men were close to graduation.

The social behavior of some inmates was markedly improved during their enrollment as WIC students. Men who had been disruptive or uncooperative prior to entering the program showed constructive and cooperative attitudes after becoming students. One maximum security inmate, for example, was known to have perpetrated several stabbings in prison and had resisted efforts at rehabilitation. After being in the WIC/Lorton program, he changed so dramatically that he was soon released from Lorton by the parole board, and shortly developed a constructive job for himself. Another inmate, who had been in a police shoot-out and who was judged completely incorrigible, worked steadily on his college studies and earned an A.A. degree in about three years.

The WIC/Lorton program thus demonstrates a means of achieving a highly constructive use of time in prison by inmates. Valid data on the effect of this program on the recidivism rate would require the kind of longitudinal study for which the program had neither resources nor a sufficiently long history in the prison. However, there were individual cases of students whose release from prison was facilitated by their work in the program and who for the duration of the program after their release remained productively involved in society.

What contributed to the program's appeal among the men and to the positive results it elicited? One: the WIC learning program structure, which placed high value on the individual student--his/her needs and interests. Two: the dedication of WIC faculty, counselors, and the program administrator, which assured stability and continuity in the WIC prison program. Three: a management style on the part of the program administrator which was pragmatic, which supported student and faculty initiatives, and which was non-manipulative.

First, the <u>individualized learning program</u>. The WIC learning program structure was open, flexible, and above all, individualized. The student was at the center of the learning program.

The WIC student or learner was required to demonstrate acquisition of specific generic, or "higher order," competencies (analysis, communication, interpretation, creativity, implementation, evaluation,

humaneness) and to acquire the competencies of a special field. These competencies were to be quantified for the official record as a total of 60 semester hour credits for the A.A. and twice that for the B.A. Within this broad framework, the WIC student was to define both the content and the method of study for his degree. That is, the student was to define the goals and objectives of the learning experiences and also the means of achieving these goals and objectives.

To help the student in this task, the College provided a planning and advising staff, adjunct faculty, a learning resources center, and a student records center. The individual student--his interests and talents, goals, learning style, each as defined by him--became the focus of the learning program. From the individual's analysis both of these personal aspects and of society and its needs, students determined their own educational needs and goals.

All students started their WIC programs by taking a seminar in career and life planning. In the seminar, they examined their own interests, abilities, and talents through such means as examining their pasts by writing autobiographies and exploring their present sense of identity in other written exercises. The students would formulate career and life goals for themselves. As much as possible, they would incorporate into these goals the use and development of their expressed interests, abilities, and talents. Students were also asked to assess the problems and needs of society, and were to include in their caeer and life goals how they could help solve these problems.

Next in the Career/Life Planning seminar, students were guided in researching the fields related to their goals. This research enabled students to find out the kinds of knowledge and skills they would need to perform effectively in those fields. This research became the basis of the learning activities students planned for themselves. Students would determine what they already knew of the fields related to their goals and what they still needed to know. They would then practice designing learning contracts which would aid them in acquiring the skills and knowledge still needed. These student-designed learning contracts corresponded to what in a traditional college would be prescribed, institutionally designed courses.

After the Career/Life Planning seminar, students were guided by an adviser who would help the student evaluate his or her progress, plan further study, and assure the good quality of the student's program. The adviser also helped the student arrange for adjunct faculty. WIC's bank of adjunct faculty, which was the College's major teaching resource, was continually growing and changing in response to new student needs. Students also had a degree program committee made up of several adjunct faculty and staff, including the student's adviser. All aspects of this learning program, except the learning resources center, were embodied in the WIC/Lorton program.

Thus, for WIC inmate student, as for WIC students "on the outside," the learning program sprang ultimately from the students' sense of

themselves, their needs, and of the world as they saw it. In other words, the learning program offered students the opportunity to identify themselves and society in their own terms. In his book Pedagogy of the Oppressed[1], Brazilian educator Paulo Freire calls this process to "name the world." The WIC learning program also called upon students to set their own constructive goals and to implement them. This opportunity to "name the world" and to fashion constructive goals which they would actively pursue was extremely appealing to many Lorton students. The men were eager to shed the negative images of themselves, images which they wanted to discard as alien. Articulating a positive identity was for many men a kind of revolutionary act, a rejection of one view of themselves and the creation of another.

Learning contracts were the student's means of bridging the gap between goals or aspirations and the achievement of those goals. These learning contracts, designed by the student inmates with the assistance of faculty, were based on their analyses of their individual learning needs and goals. Through the contracts, students could work directly on those needs. For example, one student developed a learning contract in writing techniques around his desire to write a book. His faculty member used the student's book writing as a vehicle for the development of specific writing skills.

Also appealing to the inmates was the opportunity which WIC offered them to be in direct contact with society - specifically, with individuals in the student's field of interest. The men felt that a major problem in being locked up was that they could not develop constructive relationships with society. The outside world was viewed by inmates as the place where they would finally have to prove they were rehabilitated. Through the WIC learning program, inmates were enabled to work as students with people from the outside world whom they identified as leaders in their fields and who might be recruited as adjunct faculty.

Students began making these outside contacts through the Field Research component of the Career/Life Planning seminar. Obviously, Field Research was a difficult assignment for men locked in prison, but the inmates tackled the problem with ingenuity and seriousness. Through correspondence, by using their limited phoning privileges, sometimes through friends and family, a number of men made useful contacts. These ranged from government agencies, such as the Small Business Administration, to private businesses, such as a real estate agency. Some contacts produced useful information which helped inmates plan degree programs. A few contacts produced people who could act as adjunct faculty--for example, a law school professor who had authored two case books in the paralegal field. This professor served as the adjunct faculty for several maximum security inmates. His assistant in his Lorton teaching was an ex-inmate who had become a paralegal assistant.

*Paulo Freire, Pedagogy of the Oppressed (New York, 1972).

The possibility for constructive relationships with the world left behind fulfilled an important ideal for the men and called forth their commitment to the WIC learning program.

The opportunity to "name the world," to set their own constructive goals and pursue them, and to develop positive community relationships, made the WIC program--to use the inmates' word--"real" to the men. It was "real" because it was about them and about what they wanted themselves and their world to be. The individualized learning program was thus highly appealing to the men.

A profile of three student inmates will further illustrate the program's individualized learning structure. The first inmate had three years of college prior to his incarceration; the second inmate had a high school degree; the third inmate was a high school drop-out.

I'll call the first student Inmate A. Sentenced to 20-years-to-life for murder, this man had served about five years of his term and was in his mid-thirties. Prison staff regarded him as a troublemaker, but hoped the WIC program would help the inmate to channel his energies constructively.

Inmate A did respond positively to the program, producing voluminous and creative work in the personal analysis section of the Career/Life Planning seminar. For instance, he named as a goal reducing crime in society, and he outlined a plan for achieving this goal which included using his WIC education to advance his job position within the prison (he was then working in the accounting office) so that he might earn enough money to qualify for a Small Business Administration loan upon his release, in order to start a restaurant (his job before being imprisoned) which would hire and train ex-offenders.

With WIC's individualized learning program, Inmate A had a major share in the design of his courses. Thus he was often able to make the course content relevant to his Lorton accounting job. For example, he was able to develop homework problems around problems faced in his work. All his courses, with the exception of the Career/Life Planning seminar, were either in accounting or were related to it, such as Introduction to Data Processing.

WIC's individualized program also enabled Inmate A to proceed in his studies at his own pace. As it happened, this pace was faster than that afforded by Lorton's traditional college program, in which Inmate A had never enrolled. In addition to his own diligence in his studies, a highly dedicated adjunct faculty member, who faithfully assisted the inmate in most of his accounting studies, also contributed to this student's success.

In two years, Inmate A had earned 36 credits. These credits, when added to those transferred from his previous college, enabled him to earn a B.A. degree with a specialty in accounting.

Inmate B was serving a seven-to-10-year sentence for armed robbery. He had already served about five years and was in his late twenties. Inmate B had taken a few courses in Lorton's traditional college program, but had dropped out.

Through the self-analysis exercises in WIC's Career/Life Planning seminar, it became clear that Inmate B had a long-term interest in working with children. As a result, this inmate aimed his degree program toward owning and operating an early childhood education center. Inmate B's girlfriend worked in such a center, and became an adjunct faculty member for the inmate. This young woman was well-qualified to instruct Inmate B in many aspects of early childhood education, since she had a B.A. in education and had also received nursing instruction. Not surprisingly, she was also willing to visit Inmate B every week. But although the two shared a romantic interest, the woman was always very thorough in handling learning contracts and reports, and believed in the WIC educational philosophy.

The director and founder of the center where the girlfriend worked also took an interest in the inmate. One reason for her interest was her conviction that men are needed in early childhood education. This director, who had a B.A. and an M.A., agreed to be an adjunct for certain of the inmate's learning experiences. She also agreed to serve on his degree program committee.

The man made good progress in his studies, earning almost enough for an A.A. degree before being paroled. He completed about half of his work under the tutelage of the two faculty already mentioned. Inmate B also had four or five other instructors for general studies, and for studies such as psychology and counseling, which were related to his area of specialization.

Projects developed through the inmate's learning contracts included creating educational materials and programs for use at the center where the two women worked. For example, he made an illustrated booklet on traditional African holidays, which he accompanied with a cassette tape explaining the booklet.

When he was released from prison, Inmate B was immediately hired at this early childhood education center as an assistant instructor. Lack of employment is a serious problem for men leaving prison, so for Inmate B to have a job, and particularly one with a career path such as his field offered him, was a significant achievement. His WIC learning experience had enabled this inmate to make concrete his interest in early childhood education. It enabled him to develop skills and contacts in his chosen field, opening the possibility of a constructive future.

Inmate C was serving 20-years-to-life for rape and murder. He had served about 10 years already, and was in his mid-thirties. Several years into his term, he had had, by his own account, a major transformation of outlook. This resulted from his study of black history and culture through a group from outside the prison. As a result, Inmate

C had founded a group at Lorton called Prisoners Against Rape; he was also in contact with anti-rape groups outside the prison. In his self analysis exercises for the WIC Career/Life Planning seminar, the inmate identified himself as a feminist.

When Inmate C entered the WIC program, he did not have a high school diploma. He had attended some preparation classes during his years in prison, but felt he wasn't learning. An academic counselor at Lorton strongly recommended his participation in the WIC program. This was possible since a non-high school graduate could be accepted provisionally into WIC. Full college acceptance would depend on the student's successfully completing 12 semester hours.

Despite his lack of a high school diploma, the inmate produced thoughtful work in the Career/Life Planning seminar and demonstrated creditable analysis skills. His major goal was to gain further understanding of the causes of rape, and to apply this knowledge to a career goal of counseling in an urban community setting. His primary courses in WIC were psychology and writing.

While he participated in some group classes, he made his greatest progress in one-to-one situations. He had several dedicated instructors, men as well as women. He progressed steadily in his studies, maintaining a B average.

When WIC closed, this inmate was a little over two-thirds of the way towards an A.A. degree. One of the highlights of his college enrollment was that he took the GED test and passed it. The inmate had asked his WIC instructors for special help in studying for the test. As a result, these instructors incorporated aspects of GED test study into their work with him. Again, the WIC individualized approach had enabled a student to achieve a satisfying measure of progress.

The second factor in the success of the WIC/Lorton program was faculty and staff dedication. The program depended entirely on staff and faculty willingness to go to the students, since the students could not come to them. In addition, we had to prove to the inmates that we would come--that we were not just talking big with meager intentions of following up with actions. Inmates were used to broken promises and were leery of anything that might sound too good to be true. We aimed at building the inmates' trust in the program as a reliable, on-going activity, by maintaining very regular contact with the men. Even one missed faculty-student meeting could undermine a student's confidence in the program, and we worked very hard to avoid such missed encounters.

Not all adjunct faculty actually went to Lorton, and not all who did went with the kind of regularity the program administrator and men would have liked. But that core group of faculty who did go regularly to the prison made a key difference. These faculty members visited Lorton outside their normal working hours--that is, on weekends and evenings--so as to teach students primarily on a one-to-one basis. At no time was WIC able to pay these faculty members fully for all their trips to Lorton.

One faculty member who made regular visits met with his student inmate over 30 Saturdays in a row. Without these visits, the inmate's studies could not have gone forward. With them, the student made steady progress and became, in fact, the first prisoner to graduate from WIC. His graduation was an important incentive to other inmate students in their academic work.

The program administrator traveled twice and sometimes three times a week to Lorton to maintain contact with the men and prison staff and to help the inmates face-to-face with any problems that might have cropped up in their studies. The administrator took no money for gas so the funds to which he was entitled could be used to buy textbooks for the inmates. In other cases, faculty lent their personal copies of out-of-print books to inmates.

WIC/Lorton faculty, like prison faculty everywhere, had to function in an environment fraught with administrative tangles stemming from the necessary, but cumbersome, prison security requirements and disciplinary procedures. For example, unexpected confinements or transfers of inmates could mean that students suddenly became inaccessible to their teachers or were even lost track of for varying periods of time. Sometimes upon arrival at Lorton, faculty were denied entry when the needed paperwork clearing them for admittance had failed to get from one section of the prison to another. And the prison atmosphere could be hostile to both teachers and students. Yet faculty continued to be willing and sometimes even eager to teach in the Lorton program.

The third factor contributing to the program's strength was an administrative management style that may be decribed as pragmatic, supportive of initiatives taken by students and faculty, and non-manipulative.

By pragmatic I mean flexible and non-ideologic. That is, rather than rigidly adhering to pre-established ways of achieving educational goals, the administrator was willing to take, when necessary, a multiplicity of routes--traditional and non-traditional--in establishing the program and helping students meet their educational needs.

For example, I sometimes permitted the individualized learning structure to be modified to accommodate faculty-designed course content. Some students, some faculty, and some prison administrators felt more comfortable with course content which had been set by faculty rather than by students. These students preferred individualization of the learning experience to come more in terms of personal attention from their teacher in solving problems in learning the set course content.

In addition, I sometimes permitted faculty-designed course content in group learning situations. Group learning can be an expression of individualized learning when the group's goals are arrived at by student consensus, but when goals are designed solely by faculty or the institution, this can inhibit individualization. Nevertheless, sometimes the only way we could offer inmates certain subjects or teachers was to

offer faculty-designed courses to large groups of students. This is because such faculty not only wanted to teach from their own course designs, but were also unable or unwilling to teach only one student for what we could pay for such one-to-one learning. With students in a group course, we could pool the student funds to pay these faculty.

Students did respond positively to the program modifications. Some students simply preferred faculty-designed course objectives and/or group learning situations. Others understood their need for those courses which were available only with set course objectives and/or only to groups.

In the first years of the program, these modifications were made at my discretion. In 1980, however, WIC joined the World University system, which brought a more traditional structure to the College. WIC now had a uniform term system; courses lasted the length of the term and were measured in three credit units; curricula and degrees were designed by the institution; and there were uniform standards of progress.

Naturally, these new constraints appeared in the WIC/Lorton program. With some avenues for individualization thus closed to us, we sought out others. For example, I designed an Independent Studies program which enabled selected, qualified students both at WIC and at Lorton to continue to use the original individualized learning program structure, involving such elements as the Career/Life Planning seminar and learning contracts. To meet some of the needs of a larger number of students, the Individually Guided Self-Learning program was introduced at WIC and Lorton. This program used professionally designed course modules, within which students were able to proceed on their own and at their own pace.

Thus, while the pragmatic approach meant that the WIC/Lorton program did not retain a purely non-traditional format, it did help guarantee that the program could meet the present variety of student educational viewpoints; that the program could offer more courses within a given budget; and, above all, that the program could survive.

The program's management style was also supportive of initiatives taken by students and faculty. That is, the administrator welcomed student and faculty course and program ideas. I encouraged students and faculty to work together in designing new components for the program, and I sought ways to have these components funded or administered.

This supportive approach was especially important in Lorton where some inmates, knowing that the program faced special problems functioning in a prison environment, wanted to help the program's operation. Thus, some inmates recruited students and faculty. They aided in administering the program by delivering messages and helping to schedule appointments for inmates with me and teachers. I was glad to assist the men in assuming these new roles.

Inmates also helped to plan group academic projects. For example, WIC inmate students initiated a pre-college academic skills development program. This program came to have 20 enrollees (the most we could handle at one time), with a long waiting list. Inmate students not only helped to design this program, but they also recruited for it and helped to manage it. Building on this student groundwork and enthusiasm, WIC was able to establish salaried positions for inmates to assist the teaching and administration of the pre-college program. These were the first salaried educational positions available at Lorton for inmates.

Finally, the administrative management style of the program was non-manipulative. By non-manipulative I mean that I relied as much as possible on reason, communication, and common consent, as opposed to force, guile, and rivalry. Sometimes this approach was taken for weakness or indecision by both prison administration and inmates, but I have found that in the long run the non-manipulative approach makes for a stronger program both educationally and administratively.

For example, there was much controversy over who should be chosen for the teaching and administrative positions open to inmates in the pre-college program. These prized positions paid a standard minimum wage as opposed to the few cents an hour inmates were normally paid for most prison jobs.

Two rival groups of inmates vied for the positions for their men. Both groups had legitimate reasons as to why their men deserved the positions. Each group argued strongly that the other group did not merit the positions and was seeking them only for personal reasons, not for the good of the program. In an environment where inmates have killed each other over what might seem minor disagreements, the controversy was not to be taken lightly.

I felt that the selection process had to be as open as possible; that an open process, while complicated, was not only the fairest but also the safest because it appealed to reason. The prison college administrator, with whom I worked closely, strongly supported this approach and we decided it would be best to have a committee make the selections. The committee would be comprised of the prison college administrator representing the D.C. Department of Corrections, a WIC teacher and me representing the College, and an inmate representing the Lorton students.

One inmate group felt that my sponsorship of this committee procedure was based on fear and, perhaps, weakness. Some of this group's leaders escorted me to a meeting with other members of their group in which they assured me that they "controlled the Hill" (as the medium security facility was called). They assured me that they would protect me if I chose from among their group for the positions. This group was, indeed, the more senior of the two rival inmate groups involved. Perhaps it would have been able to guarantee grudging acceptance of its wishes by the other group. But I felt that relying on force would confirm force instead of reason as a means of solving problems.

The committee process was tortuous, with charges by both inmate groups of unfairness. However, we carefully explored each of the charges, making adjustments in or further explanation of procedures when necessary. The responsive attitude of the selection committee, and its sincerity in trying to achieve a just solution came to be as important as the solution itself. The committee's attitude helped to create trust in the rational approach. The results of the selection were accepted by both sides, though neither side got fully what it wanted. In addition, the selection procedures themselves came to be accepted.

The U.S. prison population has burgeoned recently. The Washington International College program at Lorton Reformatory is an example of one way--the individualized, student-centered approach to adult education--to achieve constructive activity on the part of prison inmates and to prevent further waste of human potential in prisons.

NON-TRADITIONAL HIGHER EDUCATION: AN OUTSIDER'S VIEW

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During the summer of 1983, and again the following summer, I attended a national conference on non-traditional and interdisciplinary higher education.[1] Although my role there was that of a moderator of several of the presentation sessions, I was essentially an "outsider": over 95% of the other participants were administrators of such programs, while I was a rank-and-file university faculty member. To be sure, I have been a long-time supporter of such programs at the university sponsoring the conference; however, when compared to the other participants, I had to be classified as an "outsider". Thus it is from this friendly outsider's point of view that I offer some impressions and observations regarding non-traditional education, as they suggested themselves to me from my experiences at this conference and from subsequent study and relection.

The first observation concerns ancestry: perhaps the term "non-traditional" is misleading, in that it implies something new, something different, something not like what has gone before. It is true that many of the programs represented at the conference do not hew strictly to the highly-structured patterns of higher education portrayed by the typical college or university catalog in describing various degree programs. The programs I heard described had a much more free-wheeling and flexible quality than the usual program for the Bachelor's degree in History, English, Psychology, Physis, or the like. However, some exploration into the origins of the University as a Western social institution reveals a picture that is as freewheeling and flexible as anything imagined by even the most radical Dean of Extended Studies. It is as bearers of this

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[1]The National Conferences on Non-Traditional/Interdisciplinary Programs; Conducted by the Division of Continuing Education of George Mason University; at Arlington, Virginia, June 22-24, 1983 and June 27-29, 1984.

The organizer of the conference defines "non-traditional higher education" as follows:

> Non-Traditional higher education is learner-centered. It emphasizes what was learned, rather than the context within which learning took place. Non-traditional higher education is education-adapted to the needs of individual learners, particularly mature adults with family and career responsibilities, who are often mobile and who are constantly learning through experiences outside of formal classroom study (Fonseca, 1984).

"freewheeling and flexible" trait that modern "non-traditional" programs are keepers of a very old university tradition.

Various eminent scholars agree that the University as we know it had its origins in the twelfth and thirteenth centuries (Cf. Graves, 1970, esp. Ch. IX: Haskins, 1957, Ch. 1: Norton, 1971, Ch. II; Powicke and Emden, 1936, Ch.I; and Petry, 1962, pp. 373-389). The two dominant universities, which set the pattern that others tended to follow were Paris in the north, and Bologna in the south. Haskins, that great medieval scholar and student of the history of the University, succinctly points to the origins of the university as a Western institution:

> Only in the twelfth and thirteenth centuries do there emerge in the world those features of organized education with which we are most familiar, all that machinery of instruction represented by faculties and colleges and courses of study, examinations and commencements and academic degrees. In all these matters we are the heirs and successors, not of Athens and Alexandria, but of Paris and Bologna (1957, p. 1-2).

Lest we gain a false impression, let it be quickly pointed out that the "organized education" institution to which he alludes is a far cry from the structure with which we are familiar today, with registrars, semester hours, quality points, GPAs, and so on. It was much less structured than what we have now. A document from the earliest days of the University of Paris sets certain broadly drawn boundaries for its rules: as long as persons were of the proper age to lecture, had attended lectures long enough themselves, wore appropriate garb, started at the right time, and followed other conventions of etiquette, they were free to educate the scholars who sought their tutelage (In Ross and McLaughlin, 1949, pp. 594-596, from "Chartulary of the University of Paris"). Guarantees of their competence or expertise were quite loose. Those beginning teaching careers as holders of the Bachelors degree had to obtain that degree by going through the "inception," which was a kind of graduation ceremony that was part oral examination, part debate, part banquet, and part religious ceremony. It varied somewhat from one university to the next. (cf. Haskins, 1957, pp. 48-49 for one description; see also, Norton, 1909, Ch. V.). Petry 1962, p. 405 cites from the Charter of the University of Paris regarding the licensing of University teachers:

> Before licensing anyone, during three months from the time when the license is requested, the chancelor shall make diligent inquiries of all the masters of theology present in the city, and of all other honest and learned men through whom the truth can be ascertained, concerning the life, knowledge, capacity, purpose, prospects and other qualities needful in such persons; and after the inquiries, in good faith and according to his conscience, he shall grant or deny the license to the candidate, as shall seem fitting and expedient.

It should he noted that the above is taken from the Charter granted to the University of Paris by Pope Gregory IX in 1231; Gregory was as

concerned to exert papal authority as he was to insure expertise on the part of the university faculty. In any case, being licensed to teach was only partly a function of one's professorial competence: it was also a function of one's reputation, loyalty to church, freedom from the taint of heresy, and having attended school for what was deemed an acceptable length of time.

Other descriptions of student life and what students had to do to attain the bachelor's degree suggest the freewheeling fLexibility to which I pointed earlier (Cf. Schachner, 1968, Chs. XXXII & XXXIII. Thorndike (1956, p. 438) offers a somewhat-jaundiced view of student life then:

> ALthough students were apt to leave home for the universities at a younger age than today, they were placed under little effective discipline or restraint and were Likely to indulge in drinking, dicing, and nocturnal escapades.

D'Irsay (1933, p. 159) offers a more summary description of medieval university students, portraying the mosaic character they collectively displayed. He describes them as clerics, usually without the benefices that would have provided income: thus many were mendicants, begging for day-to-day subsistence. They were mendicants and vagabonds, going from one university town to another: some lived as minstrels, some as virtual brigands, and some as poets. Indeed, this group spawned a partiular type of poetry, known as Goliardic verse (see also Haskins, 1957, p. 83ff). D'Irsay describes this verse as a kind of mirror of the times and the student's life, in that it ranged from satire and mordant humor, to brutality, to delicacy. D'Irsay also described that typical university student as a proleterian intellectual. Citing various documents of the times, Tierney (1970, pp. 270-273) offers descriptions of the occasional good and diligent student, bad students (who seem to have been in the majority), and non-students (an apparent substantial minority). Compayre (1969, p. 271) describes student life at the beginning of the medieval universities as being characterized by "extreme license." In short, out of this often-rowdy, usually impoverished, largely-unstructured melange came the typical medieval university student: a kind of freewheeling, often-nomadic person--but always considered by his school and his society as a scholar in good standing, however long the pursuit of his degree might be taking.

Thus it seems safe to say that, insofar as current "nontraditional programs" exhibit "freewheeling and flexible" characteristics, they are heirs of a tradition that begins with the origins of western universities.

Even though these non-traditional programs are heirs of a very old spirit, at the same time they represent a change from more recent higher educational history, at least in one important aspect. When the foundations of American assumptions about higher education were being laid, those assumptions placed emphasis upon the education of <u>youth</u> (Cf. Ben-Uavid, 1972, Ch. 4). Indeed, the Charter of Harvard--that model

institution to which so many American universities and colleges have looked for example--states at its outset that its aim is to provide for ". . . . the education of the English and Indian youth of this country . . . ." ("The Harvard Charter of 1650," in Hofstadter and Smith, Vol. I, 1961, p. 10). In short, the American college and university have traditionally been--whatever else has gone on on campus--institutions devoted to late adolescent/young adult development. The chief constituents of most campuses have been and still are late adolescents or young adults.

As I'm sure most involved in non-traditional education would agree, such is not the case with their work. Their constituents are more likely to be adults, whose late-adolescent/young adult developmental needs are usually behind them. This suggests several facts regarding such programs:

1) Collegiate programs that serve adult populations are one obvious answer to the declining enrollments wrought by the waning numbers left as the "baby boom" wave moves past us.

2) The institution's style of dealing with and teaching students who are just out of high school is often inappropriate--even offensive--to the so-called "older learner" (and sometimes even offensive to the young adult, as well). This means that avoidance of procedures and styles that are condescending, nit-picking, or unduly cumbersome is most important in non-traditional programs. In short, the student in such programs is more like a consumer than someone to whom the school stands "in loco parentis." My impression from the conference is that non-traditional program administrations are acutely aware of this point, but that this awareness is frequently squelched by the larger web of administrative/curricular requirements woven by their institutions.

3) Item (2) gives rise to a third fact: it may be that non-traditional programs will--for the foreseeable future, at least--be forced to accept a status of being subtly out of step with the rest of the institution of which they are part. I recall an incident that underscores this out-of-step status: During the graduation ceremonies one year at my university, when graduates of our non-traditional program were about to receive their diplomas, a faculty colleague turned to me and muttered: "Here come the great circumventers." His implication was that they had somehow taken a shortcut to what he viewed as a cheapened degree. This, despite the fact that our non-traditional bachelor's program has been more thoroughly studied, scrutinized and criticized for any possible chinks in its academic armor than any other degree on campus. No doubt, administrators of non-traditional programs have learned by now to shrug off being somewhat out of step with their academic colleagues (what is probably harder to swallow is the "turf-defending" behavior of those colleagues, couched in hypocritical terms of "maintaining standards.")

Yet another general observation regarding non-traditional programs is this: by their willingness to recognize and give credit for learning apart from classrooms and typical courses, such programs can provide opportunities to validate what takes place around us, anyway: "life learning." Further, since such programs seem to put more emphasis on various forms of individual study, they encourage a kind of tutorial pedagogy that is custom-made, rather than mass-produced. This may be close to "individualized instruction" as large universities can come. When one contemplates large mobs of undergraduates being herded through mega-universities with student bodies the size of small cities, the mere existence of such customized education in mass-produced, diploma-mill settings is of great comfort and value.

Closely related to the possibilities for individualizing the educational process is another observation: Non-traditional progams have the potential--to a degree that regular programs don't--to promote independence, rather than passivity. The student in the non-traditional program is forced to conceptualize the goals, purposes and larger configuration of his or her degree program. In my advisory work with students in my university's non-traditional program, I usually confront the student with such questions as, "What do you want to learn from this program?", "What differences should this educational process make in your life in the years after you leave here?", or "Where are you now, and where do you want to be when you finish?" Contrast such a process with what universities say--by implication, at least--to the majority of their traditional students: "Here is the catalog, with a checklist of courses. Work through the items on the list, stir in some electives, and we will stamp you with our educational seal of approval." This latter message heralds a much more passive process than does the former. The wonder is that our "traditional" students learn--and sometimes learn to learn--in spite of our treating them as empty knowledge bottles, waiting to be filled with our wisdom.

The next observation comes in part from what I saw at the conference, and in part from the memory of one of the few graduation speeches I ever heard that was worth remembering. The graduation speech, given at my own alma mater in the early sixties, was offered by the philosopher/theologian, D. Elton Trueblood. His speech was addressed to the question, "What is the purpose of a college education, anyway?" His answer went something like this: "It is to teach you (he said to the graduating seniors) the science of judgment. It is of little profit to you to have a head full of facts, if you have not learned to think, to judge soundly and well. The facts of most disciplines can be reduced to a few handbooks. But unless you have acquired the science of judgment during these last four years, you have missed the point of your time here." (This is a paraphrase, not a direct quote; would that I had the text of his speech).

The ancient Greeks made the distinction between "technon" (technique, technology) and "sophia" (wisdom). The latter pointed to a search, not just for recipes that worked in life, but for wisdom, meaning, that which

is ultimately worthwhile. Many of the non-traditional programs I heard described at the conference seemed to be reaching in that direction. Far from being content with mere knowledge, they seemed to want to invite their students to the quest for "Sophia", for the science of judgment (Cf. Dance and Chelala, 1983).

Finally, this important observation seemed to emerge from my attendance at the conference: whether intentionally so or not, non-traditional higher education well may be one of the important working arms of the women's movement.

Consider the following scenario, familiar to most administrators of non-traditional programs:

Mrs. Jones, age 37, wishes to enroll in a non-traditional bachelor's degree program. She married her husband after her third semester in college. While moving around the country, following his career and rearing their children, she would occasionally take a course at some local college. However, she has never been in one place long enough to complete her degree. Now the children are old enough and far along in school enough to allow Mrs. Jones her turn at higher education. Her husband's career has stabilized to the point that they can expect to "stay put" for several years. To enter a traditional degree program means the loss of many of her previous credits and thus expanded time and expense to reach her bachelor's. The non-traditional program allows her to claim most or all of those previous credits, and therefore makes the reaching of her degree a much more feasible goal. Variations on such a story as this include:

a) Mrs. Jones quit college to put her husband through his schooling; now it is her turn.

b) After putting her husband through school and getting him started in his career, Mrs. Jones finds that he has left her for another woman. She needs a college degree to advance in a career of her own.

c) Mrs. Jones is left a widow without warning; savings and pension benefits are very modest. She needs a college degree to advance in a career of her own.

d) At this stage in her life, all is well with her family. She has experienced an intellectual awakening that is characterized by a thirst for knowledge for its own sake. She also wishes the freedom to roam through the groves of academe without having to stick to the well-marked trails. A few years ago, others might have scoffed at these desires: "Why would you want to spend your energies in school? After all, you've got a fine marriage, a nice home, and beautiful children. What more could a woman want?" Now, in a changed social climate, she has society's "permission" to seek satisfaction of her intellectual yearnings.

Doubtless, administrators of non-traditional programs could substantially lengthen the list of these variations. The point is this: Non-traditional programs offer a flexibility that other programs do not; this flexibility is especially needful to women whose lives have been molded around families, husband's careers, homes, and marriages. In many cases, the absence of this flexibility would all but close the door of higher educational opportunity to many women.

It would seem, therefore, that non-traditional programs have to be especially sensitive to the special needs of women. Some will need assistance in overcoming vague feelings of guilt over "neglecting the family" in order to go to school. Others will feel that they cannot compete academically with what they perceive to be younger, brighter, better-prepared students. Still others will be struggling with issues regarding a woman's role in society where old attitudes on the subject are still vying with new ones. In some cases, special counseling interventions have proven helpful (Cf. Loeffler and Fieldler, 1979); this suggests that a close liaison between administrators of non-traditional programs and their schools' counseling centers could prove fruitful. Holt (1982) offers some especially helpful perspectives for those seeking to better understand the needs of "older" (i.e., older than just out of high school) women in their encounter with higher education. She points out the special challenges faced by such women, and describes programs designed to help in the facing of those challenges. In any case, the non-traditional program that best serves its community should be one that is attuned to women's higher educational needs.

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In sum, if I were forced to distill into a sentence the observations that prompted the writing of this paper, it would read somewhat as follows: Non-traditional higher educational programs are the heirs of the university's most ancient traditions; yet--in the oft-cumbersome bureaucracies that many colleges and universities have become--they appear to be the best situated to adapt to the changes that are so rapidly pressing upon the academy.

These changes that press upon us leave many on campus with a chronic sense of crisis. Such perception of crisis engenders a tendency to want to "circle the wagons," or--to change metaphors--to retreat back into the shell of set habits. Academics, especially, are want to adopt this posture; state-funded schools are also vulnerable to this reaction since they are bureaucratic by nature as an arm of the state. Even private schools, supposedly less bound by the rules that constrain public institutions, have often literally been forced into innovation by financial, enrollment, or other exigencies.

However, the times in which we live will not allow us the luxury of being hide-bound, or "set in our ways." The emergence of the adult learner, the changing role of women, the expanding role of industry in

training its own employees[2], the technology explosion, and the blow to public confidence in the university wrought by the Vietnam era: these are but a few of the social factors that won't let us indulge in complacency. Non-traditional higher education has the opportunity--and the challenge--to point the way to educational flexibility without gimmicks, and to academic soundness without shortcuts.

It may be one of the ironies of history that performing our task may be strongly aided by our learning how to face the future because we could appropriate the best of our earliest past.

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[2]One of the attendees at the 1984 Conference on Non-Traditional/ Interdisciplinary Programs was the coordinator of education and training programs for the world's second largest construction company.

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